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ABSTRACT

In order to acquaint students with other environments and to develop an awareness of their own community, the study of a small community in Canada was undertaken by this project development team. The Alpha students studied Chilliwack the first year (ED 066 352) and this second report covers their study of Powell River. The aim of the developers is to design a structured outline for the four week visit, covering transportation, housing, the examination of the life styles, the industries, the people, and the total environment. Extensive use is made of cameras, tape recorders, and video equipment. A teachers manual is being prepared to facilitate preparation of such a study, including instruction in the use of the equipment by students, as is a multimedia kit, intended for use by schools unable to send students for site visits. Student evaluation of the trips, both of the planning and organization, and of the actual community study, is a major factor, currently revealing effectiveness of the project and the extent of observation and awareness developing on the part of the student. This report concludes the schedules worked out and gives recommendations for changes for the next year's study of another community. (JMB)

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ED 073955

ALPHA PROJECT

Townsight Canada

July 1972

Western Curriculum Project on Canada Studies

SP 005084

Resources once deterMINED the nature and structure of communities, but electric energy is no respecter of geography. It is everywhere, waiting to be plugged in. Success or failure is now everyone's responsibility.

— R. Buckminster Fuller

ALPHA PROJECT

Townsight Canada

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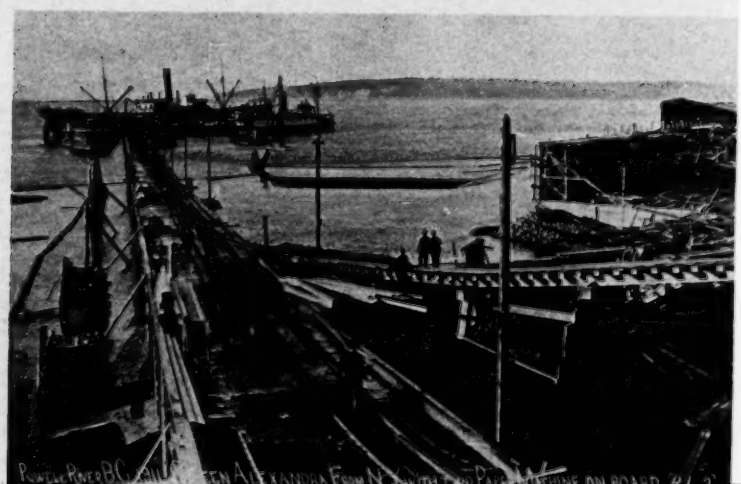
I - Curriculum Development



Picture A
The first paper produced by the Powell River Company -- 1912

Picture B
Waterfront -- Powell River 1910

Picture C
The arrival of #2 paper machine from New York -- 1911

Pictures on preceding page were duplicated by student photographers from pictures in the Powell River Museum.

PROBLEM SELECTED FOR CURRICULUM MATERIAL

Much concern has been expressed about the quality of life in Canada's urban centers. Rapid growth in large Canadian cities has resulted in a serious deterioration in the quality of life for many urban dwellers. The list of problems becomes massive -- pollution, traffic congestion, alienation, loneliness, overcrowded recreational areas, soaring real estate costs, unemployment, welfare and insufficient finances to provide adequate services. As the trend to urbanization continues into the Seventies, small Canadian towns are also facing a crisis. Some are being swallowed up in a characterless suburban sprawl; others face extinction due to lack of economic base; most witness wholesale emigration of the young; all recognize the disappearance of life styles traditionally found in small towns.

Future planning and development must concern itself with containing the unplanned growth of metropolitan areas and controlling the growth of small towns so that Canadians will have some alternate life styles from which to choose.

It is submitted that there may be valuable alternative life styles in small towns which should not only be preserved but should also be attempted in the larger metropolitan areas.

The Alpha Project seeks to alert students to these problems and to help them to acquire the necessary skills to help in their solution. The student should gain new insights into the fabric of a town, hence the title 'TOWNSIGHT CANADA.'

GRADE LEVEL

The specific materials being prepared for this program are designed for senior secondary students. The concepts and general organizational framework could be used by almost any grade level if the teacher were to adapt materials for his own situation.

LENGTH OF UNIT

A period of four weeks would be necessary for the student planning and organization, the actual field study and the classroom evaluation of the study findings and results. Some pre-planning would have to be done by the teacher, preferably in consultation with a student planning committee. A unit of this sort could provide the core material for a term's or year's work built around the major concepts and employing comparative techniques.

PURPOSE OF ALPHA PROJECT

The general purpose of this program is to develop in students an increased awareness of their own community by giving them an opportunity to observe, experience and participate in the affairs of small communities. The program will provide students with increased knowledge of and sensitivity to other communities in their region, province and country.

It is hoped to develop socially responsive attitudes to the communities in which the student will eventually settle. Students are concerned about urbanization and many express feelings of depression about it. This program is designed to broaden their understanding of the problems that do exist as well as

to provide opportunities to encourage students to play a constructive role in solving these problems in the future.

DEVELOPMENT OF PROGRAM

Through field research and classroom study, the students will be encouraged to form valid concepts about the present status of small communities in Canada and to seek concepts of future developmental needs of communities of all sizes. Two major concepts, one concerning itself with the present status of small communities, the 'What is,' and the other with future concerns and solutions, the 'What ought to be,' will be developed.

(a) *Present Status of Canadian Small Towns*

Urban growth in Canada has usually been haphazard, unplanned and dependent upon the whim of the resource-extractive nature of the economy of the country, such planning as has occurred has concerned itself primarily with the needs of the major industries of the community.

Supporting Concepts

(1) These communities have features that are common to all.
   a. functional zoning (e.g., commercial, residential, etc.) that becomes more pronounced as the community grows in size;
   b. a similarity of appearance as mass communications increase, super markets and motels look alike wherever they are located;
   c. a level of prosperity that is related directly to state of the export market;
   d. a tendency towards a self-contained exclusiveness that perceives problems as related to the individual community only and, therefore, fails to recognize the interdependent nature of communities.

(2) These communities have features that are peculiar to the particular resources that each is dependent upon, therefore:
   a. agricultural towns tend to have a settled appearance and a stable population;
   b. mining towns tend to experience a boom-bust type of development as the resource is depleted;
   c. forest industries towns tend to have serious air and water pollution problems;
   d. tourist towns have a seasonal economy.

(3) The major industry is the dominant feature in the community, pervading all aspects of life in the community.
   a. the location of the community itself and the buildings in it are determined by the needs of the industry;
   b. merchants and service personnel are dependent on the prosperity of the industry;
   c. social life often tends to center around the hierarchy of the 'company;'
   d. local government often serves the needs of the industry.

(b) *Continuing Concerns and Solutions*

Once the chief characteristics of small communities are identified, it is necessary to encourage the development of a system of preferences and values which can be applied to solutions of the problems raised. It is submitted that emphasis should be directed towards solutions which will reflect human needs rather than those solutions which tends towards a subservience to technological systems. Thus the second major concept of this subproject is that future planning of towns must take into consideration the sensory and psychological needs of its residents and must concern itself with the long, as well as the short-range effects of planning. Resource industries should be developed with the human needs of the community as a vital priority.

This program will, therefore, develop some of the following major areas of concern.[1]

(1) Growth of an urban area should be controlled rather than random. The experience of most communities in Canada has been a haphazard development (often 'urban sprawl' centered on a resource industry). Controlled growth in consultation with trained planners could prevent a recurrence of many of the problems which exist in such communities.

(2) Urban communities need to be provided with a stimulating rather than a depressed aesthetic climate. Most urban communities have an austere atmosphere because the people in the community have not emphasized human and sensory values in planning the growth of the community.

(3) Environmental concerns should be directed towards conservation and against pollution. The need for economic development in the past has often been substituted for the need to protect and conserve the environment. The environmental crisis facing most urban communities today can only be solved by a major shift in emphasis on conservation measures.

(4) The provision of invigorating cultural, social and recreational facilities for use in leisure time is as essential as the provision of a satisfactory place of work. Most communities have not been concerned enough with provision of leisure time activities for their residents. It is submitted that such facilities are essential to a happy urban environment particularly in view of the shortened work day and rising unemployment.

(5) Every community has an economic and social hierarchy which illustrates that certain members of the community are unable for reasons of age, poverty, or education, to take advantage of what

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[1] Based in part on the 'Elements of the Urban System' as outlined by Constantinos A. Doxiadis in 'Order is Our Cosmos,' Constantinos A. Doxiadis and Truman B. Douglas, *The New World of Urban Man* (Philadelphia United Church Press, 1965) pp. 17 ff.

the community has to offer. A democratic community should attempt to provide equal opportunity for participation in the community for all its citizens.

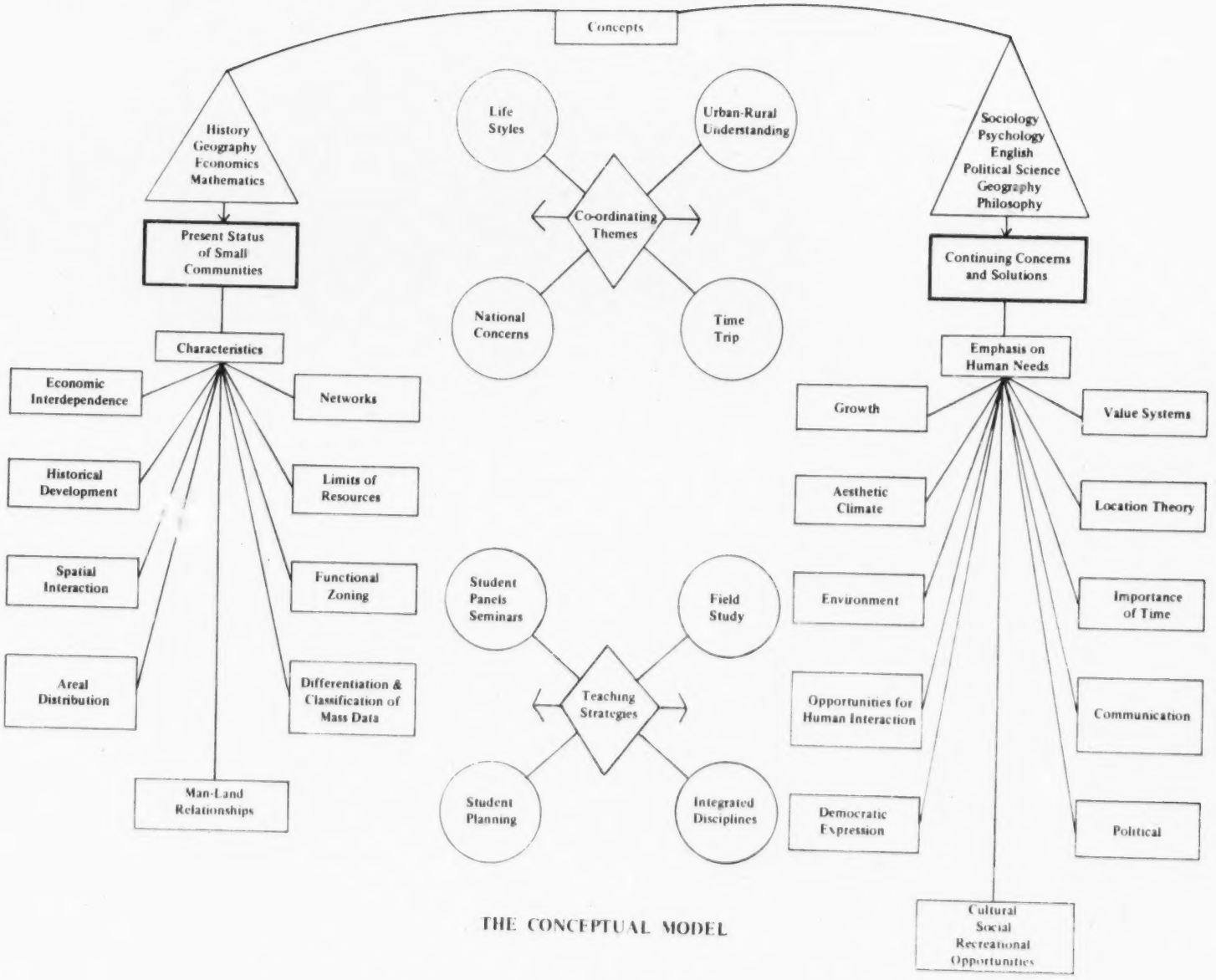
The program will be developed at two levels and in two domains; the 'what is' and the 'what ought to be,' the cognitive and the affective. The 'what is' will look at the community as it is now and will operate primarily in the cognitive domain. The 'what ought to be' will attempt to examine the community if it were restructured to meet human needs and will of necessity operate primarily in the affective domain.

There are three distinct phases to the study:

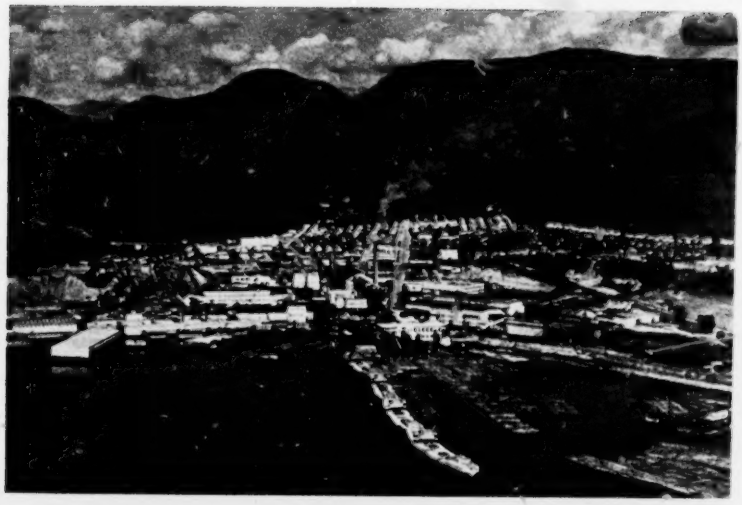
-- In the classroom 'fact-finding' teams of students will assemble a mosaic of the community as it presently is from pictures, pamphlets, maps, etc., collected by the Student Planning Committee on its initial visit to the community.

-- The field study will attempt to verify the accuracy of the mosaic and will explore the life style of the community.

-- A series of 'preview' sessions in the classroom will correlate all the impressions of the community and assemble a projection for the future.



THE CONCEPTUAL MODEL



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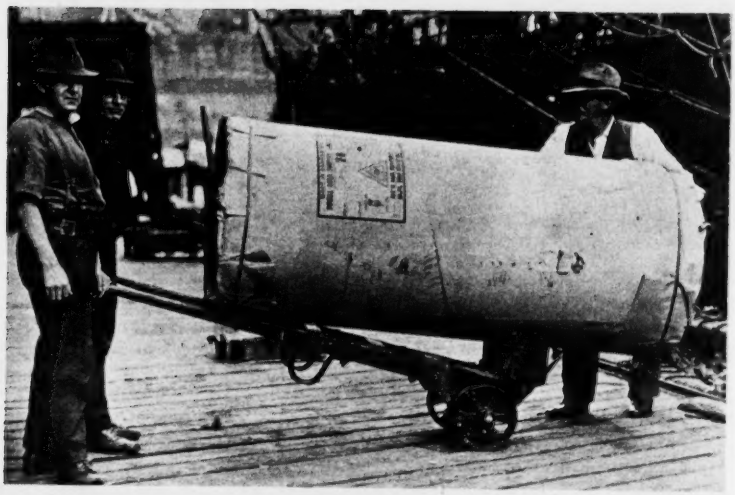
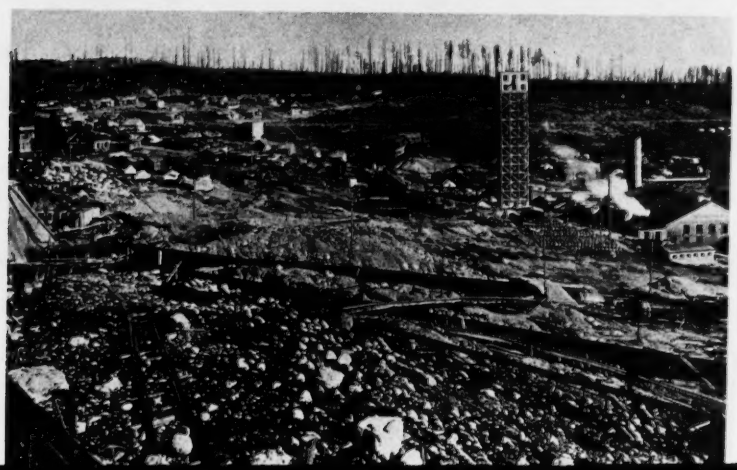




Picture A
The millsite Powell River in the early days

Picture B
A paper roll ready for export -- Powell River

Picture C
Powell River mill and townsite in the early 1950s

Pictures on the preceding page were duplicated by student photographers from pictures in the Powell River Museum

RESEARCH DEVELOPMENT

Year two of the Alpha Project's 'five year plan' was highlighted by a great many satisfactory experiences, a number of solid achievements and several annoying frustrations. As the ink was drying on the 1970-71 annual report, the analysis of the strengths and weaknesses of the Chilliwack field study of May 1971 was already under way. Co-incident with this analysis and review was the initial selection of and early planning for the 1971-72 urban study site.

Much had been learned from the Chilliwack experience. Many things had been done right and needed to be recorded and preserved for future studies and for inclusion in the Project's field study handbook. Other activities needed major modifications before they could be included in a refined plan; some activities needed to be eliminated altogether, while still others need to be included for the first time. The analysis was completed over the summer and into the early months of the new school year.

In July 1971, Powell River was selected for the 1971-72 field study site. The decision was made after a three-day visit to the town by one team leader, J. Doyle, one Student Media Co-ordinator, Steve Sipos, and one Project Media Consultant, A. Doyle. From the outset, lessons learned from the Chilliwack study were applied to the basic planning for the Powell River study.

A major problem encountered in the preparation for the Chilliwack study was a lack of suitable background materials available for use in the school. This lack was recognized and corrected in the initial planning for the Powell River study. The group which visited P.R. in July arrived loaded with cameras, both 35mm and Super 8, and recorded many aspects of Powell River life for future use. Through the good offices of John Burdikin of the Powell River Project, initial contacts were established with the town planner, Mr. Gordon Summers. He arranged to supply us with sets of large scale D.L. and zoning maps as well as a 1" to 200' air photomural of the municipality. These proved invaluable in orienting students, and teachers to the layout of the town. A selection of informational pamphlets rounded out the initial acquisitions for the Powell River file.

The Chilliwack study had demonstrated that unless students and teachers are very familiar with the operation of the cameras used for the field study, the percentage of useable pictures obtained is too low for the amount of film expended. Our returns were high by professional standards (where to obtain one useable picture in forty pictures is often considered standard) but still too low for school purposes when budgetary considerations are always a major problem.

We rented cameras and tape recorders for the Chilliwack Study but this arrangement did not give us sufficient time with the various pieces of equipment to enable us to become thoroughly familiar with their operation. We decided to purchase our own. Many hours were spent between October and December in shopping around for the best possible equipment for our needs and in obtaining the best possible prices for our limited budget.

The need for experienced student help had been recognized during the planning period for the Chilliwack study. A group of four students with the imagination, the 'know-how' and the time had emerged from the Chilliwack study and they were recruited to become Student Media Co-ordinators. As the new equipment began to arrive in the school, their help in organizing, cataloguing, and arranging a sign-out loan system was invaluable. They also formed the nucleus

of people experienced in the use of the equipment and their experience was to prove most helpful later when workshops in camera use were arranged for large groups of students.

The detailed thinking and research that went into the final selection of the media equipment is outlined in one chapter of the field study handbook, now in preparation. It is beyond the scope of this report to review all the background. Instead we include a list of the equipment purchased, together with a brief outline of the chief features of each.

6 35mm Minolta Himatic 7S cameras
- -- f 1.8 -- 45mm lens
- -- fully automatic metering with manual override
- -- split image focusing
- -- ASA 25-800
- -- shutter speeds from 1/4 - 1/500 sec.
- -- accessory shoe
- -- flash synconization
- -- a sharp, color-coated lens
- -- a good record of dependability
- -- a price under $80 complete with leather case, carrying strap and lens cap

6 Sankyo CM 400 Super 8 movie cameras
- -- 1-4 zoom ratio
- -- 8.5mm - 35mm
- -- f 1.8 lens
- -- fully automatic metering with manual override
- -- power zoom
- -- single framing with cable release
- -- ASA 25 to 100 daylight -- 40 to 160 tungsten
- -- a price under $100 with lens cap and wrist strap

6 Sony TC85 cassette tape recorders
- -- piano key controls
- -- AC adaptor
- -- remote microphone with stand
- -- earphone
- -- a price under $35 complete with case, shoulder strap and accessory case

3 Bolex 185L Super 8 movie projectors
- -- 18 fps and 5 fps forward speeds, 18 fps reverse
- -- automatic or manual threading
- -- quiet motor
- -- bright, sharp image
- -- a sturdy all-metal case

3 Yashica Editors

3 Stitz Cement-type Splicers

2 Cameralite 600 W movie lights

2 Honeywell Strobanar 100 electronic flash units

Assorted tripods, cable releases, etc.

It was decided not to purchase any slide projectors as the school owned two Airequipt projectors. These have proved to be very unreliable when used frequently. They have a bad record of breakdown and they have a distressing habit of damaging slides. The need for an absolutely reliable machine which does not damage irreplaceable slides may dictate the purchase of a slide projector of our own.

We recognized the need for cameras for teacher use, that provided even better reproduction than the student cameras and also allowed for interchangeability of lenses. The Project had access to two Pentax cameras, one owned jointly by the Social Studies Department of Alpha and a neighbouring school and one owned by the Annual Club at Alpha. Those, together with the Luca M3 owned by one of the team leaders, provided the flexibility of 35mm, 50mm, 90mm and 135mm lenses and the sharp, clear reproduction that produces slides that can be duplicated and negatives that can be enlarged. We were not as fortunate with Super 8 movie cameras. We found that the Sankyo produced very good film for originals but the sharp clarity necessary for duplication was not there. An extensive investigation of the alternatives, including cameras using Super 8 roll film and 16mm cameras, led to the purchase of a Nizo S800 Super 8 movie camera. Its 7mm to 80mm zoom and its Shneider f 1.8 lens provided the clarity and the flexibility necessary to produce film footage worthy of duplication.

It took many hours of investigation and many more of use-testing before final decisions were reached on each of these pieces of equipment. We are satisfied with all our decisions except the decision not to purchase a reliable slide projector. The splicers are only minimally satisfactory as they do not adequately level the overlapped edges of the film, but the purchase price of a machine which does that is approximately ten times the $4.00 price tag on our splicers. Maybe future necessity will dictate the purchase of a superior splicer.

The chief frustration encountered by the team in the fall months was the continuing pressure of time. A switch to the semester system had left one teacher with no free school time at all until February 1. Teaching all day, every day with only occasional relief by a substitute left little time or energy for the detailed organization the Project work demanded. The election of the other team leader to a position on the Executive of the British Columbia Teachers' Federation cut badly into his time especially now that the profession is under rather heavy pressure from the Provincial Government. From our experience it can be stated very strongly that it is not possible to do an adequate long-term job of curriculum development while carrying a full teaching load. The type of pace which we maintained through the fall and early winter cannot be sustained for an extended period of time without damage to health or to family relationships. Additional time free from teaching duties and the assignment of an outstanding student teacher from Simon Fraser University relieved the situation in the spring semester and allowed the planning for the Powell River study to proceed satisfactorily. The time problem is not one which we have yet solved, however. Arrangements for further release time from teaching will have to be negotiated or many necessary tasks will not be completed to our satisfaction.

The first of February was the date of the start of the new semester and the arrival of the Co-operative Learning class which would form the bulk of the

group studying Powell River. When the dust had cleared and the transfers were completed, the class numbered sixty-two, the largest co-op class we had had in four years of team teaching. The departure date for Powell River was just three months away and we had to become familiar with the individuals in this group and with their abilities. In addition we had to apply the lessons learned from Chilliwack and test whether our new organizational framework was noticeably superior to that employed in Chilliwack.

A high priority was to identify those students who had ability in photography and in the use of other media. Those who were already skilled camera operators were few in number but easy to identify. It was a much more difficult task to find out who had natural talent but lacked skills.

The study of the local neighbourhood had always been part of our study of urbanization, but this year we emphasized the use of media in the study. Having our own equipment readily available for loan to students facilitated our job and its easy availability encouraged the students to try their hands at photography. As a result of the neighbourhood study we were able to identify several students who were to be amongst our best photographers in Powell River.

The results of the filming done for the neighbourhood study underlined the need for a workshop on the use of media. This was scheduled for March 2nd and 3rd with a follow-up session on March 10th. The students stayed in the classroom for nearly two hours working on basic techniques and drawing up plans for the days' shooting. The remainder of the day was spent out in the community doing the actual filming. Friday morning was devoted to video when media consultants Tom Dykes and Alex Doyle worked with the students. Friday afternoon was given over to another consultant, Stan King, who led the students in one of his 'Design-In' sessions. A follow-up day was planned for Friday, March 10 when the students were to present their finished films for assessment and criticism. The rescheduling of the Edmonton workshop delayed that date until March 17. Two weeks is too long a delay and the follow-up session was not as successful as we could have wished. Some good film material was produced but the original enthusiasm had cooled and it was difficult to recapture the mood when assessing the results of the day's filming.

The Chilliwack study had established the precedent of a Planning Committee composed of two teachers and the elected student group leaders. This practice had proved itself in Chilliwack and was repeated for the Powell River study. On February 10 six group leaders, three girls and three boys, were elected by their classmates. General popularity played a small part in the selection but the criterion that had the most weight seemed to be overall ability. We were again impressed by the capabilities of the students elected to those special responsibilities.

The Planning Trip to Powell River had to be organized rather differently than it had been for Chilliwack. Chilliwack is only an hour's drive from Alpha School and so we chose to drive to the town on several different days to arrange for tours, interviews, etc. Powell River is between four and five hours from Vancouver by car and ferry. An overnight stay was obviously necessary. We decided to fly to the town to further conserve time away from home and regular classes. Each of these methods of organizing the Planning Trip has merits and limitations.

The 'Chilliwack method' of several day trips over a period of three or four weeks allows for ideas to mature and develop and permits easy follow-up of initial contacts. It is, however, difficult to establish a true feeling for the community as the time spent in it is always too brief. The method is relatively cheap but in the long run, a lot of time is spent in travel. There is little unstructured time for students and teachers to develop a rapport and sense of community.

The 'Powell River method' gives more time to develop a feeling for the community; an opportunity to experience its life at night as well as in the day. Two-hour dinners and evening bowling games produced new dimensions in student-teacher relations. Time was available to make numerous initial contacts in the community. Unfortunately follow-up of some of these contacts was difficult and this resulted in many last-minute schedule changes. This method is quite costly as it necessitates food and loding for the teachers and six students for two or three days. If there is an 'ideal method' for Planning Trips, we have not yet discovered it.

One problem developed as a result of the Planning Trip. It was not possible to schedule the Field Study Trip for the dates that we wanted, April 18 to April 21, due to an overlap with a UNESCO Conference scheduled for April 19 to 23. May 9 to May 12 were finally agreed on as the dates for the trip. We do not consider it desirable to have almost two months elapse between the Planning Trip and the Field Study Trip. Three to four weeks is the most desirable period of time. It cannot be less because there needs to be time to prepare materials for student-use, to write letters requesting appointments and interviews, to receive replies to same, to have films developed and organized into classroom presentations and to do the thousand other unexpected tasks that arise. The seven weeks (including the Easter holidays) that elapsed in this instance was too long. The enthusiasm temporarily cooled, other activities intervened, and there was a tendency to put off doing the necessary jobs as we had 'lots of time.' The shorter period of time between Planning Trip and Field Study Trip prevents the loss of momentum followed by the rush to catch up.

The Chilliwack experience had shown us that the students needed to be quite familiar with the layout of the town to be studied and to have some information on its history and present status. For the Powell River Study we allotted seven and a half classroom hours to orientation and preparation. The activities planned included a mapwork lab, a slide show and talk by a Burnaby resident who was born and raised in Powell River and a showing of the slides and movies shot on the Planning Trip in March and on the trip the previous July. Time was also spent in group discussions led by the group leaders and in routine tasks, e.g, the distribution of media equipment and supplies, the distribution of student booklets, and 'inspirational' talks by the teachers on the responsibilities of students on field trips away from home.

At least as much time must be spent on classroom orientation sessions and several problems that arose must be solved before we are reasonably satisified with this section of the whole plan. The greater time spent on classroom preparation aggravated and accentuated a problem that had manifested itself only slightly in the Chilliwack Study, the problem of the rift created in the classroom between those who were going and those who were not. It would never be possible, or desirable, to take every student in a class. Some students have after school jobs, some have health problems, some just plain 'don't want

to go.' Yet these students must be accommodated in all the plans and must never be left out. We tried giving them another assignment and splitting the teacher time so that one teacher worked primarily with the forty-eight in the class who were going to Powell River and the other worked primarily with the fourteen who were not. This plan developed a rift in the class that never healed and left some students feeling resentful and neglected. A plan must be devised that will allow for inclusion of all the class in the field study group even if they cannot go on the actual trip. This is not as difficult as it sounds as many research activities and much preparation of visual materials for presentation can be done in the classroom. Some students would prefer to work in this way and they must be accommodated and included. It took the two studies before we had adequately identified the extent of this problem and we now feel that we can solve it in future planning.

In terms of results the field study must be rated a great success. The quality of the materials produced by the students for the Powell River Night was extremely high. We had been pleased with the results from the Chilliwack study, we were ecstatic about the results of the Powell River trip. The learning in both the cognitive and affective domains was extensive and if we had no other factors to consider we could be unreservedly satisfied with our results. But we do have other considerations. We are a curriculum development project and we are pioneering in the area of in-depth urban field studies by high school students of a community that is not their own. If we are to prepare materials to tell others how to do this, we must have an overall structure which satisfies us in every aspect. We do not yet have this. There are several areas, some peripheral and some basic, which are not yet resolved to our satisfaction. Some of these appeared for the first time in the Powell River Study. Some, like the rift in the class cubicle has already been discussed, appeared in the Chilliwack Study but were overlooked or their importance was underestimated when the results of Chilliwack were analyzed.

One such problem was concerned with the structure of the study groups. A minority of the students mentioned in their assessments of the field study a sense of dissatisfaction with the organization within their own groups. Some felt resentment at the power given to the group leaders. We had structured the groups more highly than in Chilliwack and the arrangements made for the distribution of the media equipment and supplies was entirely satisfactory. However, as long as a significant minority feels some degree of dissatisfaction with the organization of the groups further changes must be made. The problem hinges around the difficulty of communication between students and teachers and between student and student while in the town. If a student has any problems he often may find it difficult to find someone to help him immediately. We now feel that the group structure and organization should be quite complete and thorough so that the student has the freedom to operate on his own within known and understood parameters. He should also have the opportunity to expand beyond the parameters if he wants to but, lacking the security of familiar surroundings and readily available teacher help, he needs the security of a structured situation. Some provision for sharing of the group leader responsibilities needs to be made so that that job becomes more manageable and less of a burden on individual students.

Transportation to scheduled activities within the town is a problem that has yet to be resolved. Urban public transit is notoriously bad in most of North America and it seems to be even worse in small towns than it is in cities.

Moving students from place to place was a problem in Chilliwack even though it is a relatively compact town and the topography lends itself to the use of bikes. The problem was compounded in Powell River which is an extremely spread out town and has quite hilly topography unsuited to extensive use of bicycles. The transportation problem is further aggravated by the air trips over the town that the students have as part of their study. Airfields are located on the outskirts of towns. Small planes are used for the fifteen minute trips with groups of eight or nine students at a time. Transportation to the airfield becomes a major logistical problem. Far too much teacher-time was spent in both Chilliwack and Powell River in this shuttle service to the airfield. The air trip is a very valuable help to the students to see the town in relation to its physical setting and its hinterland. We have not yet resolved, in our own minds, whether its values outweigh its problems. Perhaps this is an aspect of planning that we cannot resolve. It may be one that we shall have to present in the handbook with all its pros and cons and let other teachers decide whether or not to utilize the air trips.

Two problems that we encountered are peculiar to our own situation and need only passing mention. The job of conducting a field study as part of the learning situation for our class, the job of preparing a plan as part of our curriculum development project plus the job of collecting materials for a multi-media kit on Powell River results in too much work to be attempted in four days. The teachers frequently felt a sense of frustration because the demands of one job were impinging on the demands of another. We now know better than to attempt so much at one time. The materials for the multi-media kit must be collected at another time when there is no necessity to meet the urgent demands of the students working on their field study.

The other peculiar problem centered around the VTR which the Alpha Project shares with the Britannia Project. We took it to Powell River with us to record formal interviews, on the street interviews and general impressions of the town. The machine had given us considerable problems and much of its usefulness on the Planning Trip and in the classroom had been negated by its tendency to break down after about fours hours of continuous operation. It proved its unreliability again when we lost some valuable tape due the breakdown problems. A further drain on its time was created when, at the request of the Executive Director, we were asked to assist the Powell River Project in preparing a video tape for Project Canada West. We contributed one and a half of our three and a half days video time to the Powell River Project and we also contributed the time and talents of our Student Media Co-ordinators.

Our final problem area centers around our Student Media Co-ordinators. Four of our most imaginative students who took part in the Chilliwack study had the time and the desire to continue to work with us. Their aid was invaluable in the early months of this school year but we came to rely too heavily on their services. Because they were such a help to us we tended to overlook the fact that their presence tended to inhibit the growth of their successors. The decision to take two of them with us to Powell River was a questionable one. They did not provide the student to student help that we had anticipated and we would seriously question the future value of involving members of 'last year's group' in this year's field study. We would recommend in future that the active participation of Student Media Co-ordinators be phased out slowly after Christmas and cease almost entirely by Easter. Some year to year continuity is necessary.

The difficulties encountered in the organization of the small town field study are rather minor when compared with the overall success of the method. The reactions of the students as expressed in their evaluation of the study, the friendly reception received from most of the adults encountered in the towns studied, the enthusiastic support of the news media, the positive responses of the parents of the students who participated in the study, all indicate that this type of study should become a part of every student's school experience. We seem to be pioneering in the organization of this type of study, and consequently are encountering developmental difficulties.

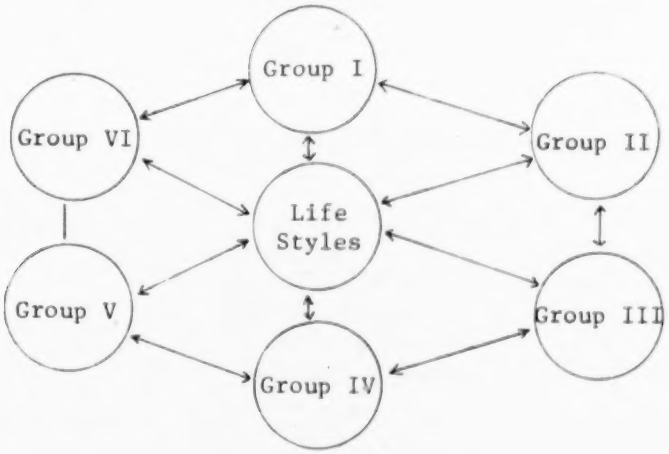
Recently quite a bit has been published on how to study the home community but a study that includes travel, billeting and residence away from home has special organizational problems that are not encountered when organizing a program for students to study their own community. The draft organizational framework for the small town field study, built from our experiences in Chilliwack and Powell River, is a satisfactory one. Further refinement of the method and solution of the problem areas identified should be accomplished with further testing.

The further testing required will attempt to solve some of the problems previously mentioned. For example, the entire pace of such a study will have to be restructured. A third field study will enable us to refine the timing of the entire study proposal. It is intended to attempt to stay within the four week period originally designated. More time will have to be scheduled for preparation of materials for the display and presentation to parents and other students. Also, the concentration of the study over a four week period might solve some of the difficulties experienced with group interaction. The full time use of the VTR and the rescheduling of the collection of materials for the Media Kit so that it does not interfere with the time needed during the actual field study should both contribute to solving the time problem.

A further problem which has to be re-tested is the transportation of students to and from the airport. Also, the phasing out of the Student Media Co-ordinator will need to be experimented with.

But the major change which will be attempted will be in the area of restructuring of the groups. In the Chilliwack and Powell River studies, Group Leaders were elected at large by the entire class prior to the formation of groups. Leaders then chose their topic and students were given an opportunity to list their preferences for the topic they wished to study. It is intended to have students choose their topic first, then work together without a Leader for a few days after which the students in each group will elect group members to various positions of responsibility. This type of 'shared responsibility,' it is hoped, will solve some of the problems we have uncovered in group interaction. A further problem which has yet to be solved is the interaction between groups. The student evaluations revealed considerable concern at the lack of co-operation between groups on arrival back at the school. One problem which was obvious was that the groups began to 'compete' rather than 'co-operate' as the deadline for the Powell River Night drew near. There was a lack of overall general purpose to the presentations brought on partially by the competitiveness ('ours will be better than yours'). It is hoped that we can overcome this problem and achieve the major aims of the project by creating a new structure for both topics and group interaction. Life Styles were identified by students in 'bits and pieces' on both trips. There was a lack of central overall feeling for

and identification of life styles for the community as a whole. Students did not share their perceptions as well as they might. Consequently, a new 'group' will be formed solely to identify life styles with the purpose of achieving a unifying goal at the end of the study. The 'Life Styles' group will be made up of members from each of the other groups so that all groups will feed information, perception and discoveries into the central group. The structure will operate like this:



- At the end of the study the Life Styles group will lead the class in discussions and seminars in order to create an overall unifying theme.

MATERIALS TO BE DEVELOPED

The Alpha Project is in the process of developing two types of materials for use by other teachers in other schools. A handbook for teacher use, incorporating a rationale for the field study approach and providing practical organizational suggestions, is being developed. The materials are being collected for inclusion in multi-media kits on selected Canadian small towns. A chapter outline of the handbook and a description of the kit format follow.

TEACHER HANDBOOK FOR SMALL TOWN FIELD STUDIES

Chapter Outline

A. *Background to Development of Field Studies*
   1. Alpha -- Co-op Learning experiments.
   2. Objectives of Canada Studies Foundation.
   3. Objectives of Project Canada West.
   4. Alpha Project developed within P.C.W.

(Note: This should be a very brief discussion -- at most a few pages -- possibly a preface rather than part of the body of the book.)

B. *Rationale for Field Studies of Small Towns*
   1. Reasons for Studying Small Towns
      a. Their importance in past and present of Canada -- essential part of fabric of Canadian economic and social life.
      b. Often ignored or underrated in urban studies because the presence and problems of big cities are so dominant and demanding.
      c. Can be used as models for learning about urbane interrelationships -- easier to identify trends and pattern in smaller, simpler model.
      d. Life style of small towns and large cities can be compared and possible future urban life style explored and examined.

   2. Students' Need for First-hand Experience
      a. Too little opportunity for first-hand experiences in social studies-history is studied from derivative sources and geography too often from textbooks and poorly reproduced black and white pictures.
      b. The opportunity to experience directly the life of a small town can dispell prejudices and lead to new insights (e.g., people in small towns can be observed to be 'just people' and not 'hick' or stupid-by-nature).
      c. The first-hand experience can lend new meaning to vicarious experiences such as classroom use of multi-media kits and other materials. Studies that would be too costly in time and money to take in reality can take on new relevance in class.

   3. Community Involvement
      a. The method can become a method of closing the generation gap.

Students find that adults are human and will take time to explain community affairs to them, adults find that students are interested and rational human beings who genuinely want to understand and to help solve community problems.

b. Students acquire skills that are valuable to them and to the community in later life (e.g., how and where to gather necessary statistics to support a hypothesis -- how to conduct an interview).

c. The field study can be good community public relations: people in decision-making roles learn that the school is attempting to play a positive role in the community and is providing the students with a meaningful education in urban affairs.

(Note: This section has largely been written already in annual reports etc. but the material needs reorganization and revision for this particular purpose. I see this material comprising about 1 chapter.)

C. *Lesson Outlines and Plans*

1. For Media Workshops -- If students are to make constructive use of cameras (35mm and Super 8) and tape recorders during the field study, they need some training in their use and opportunity to practice with the equipment throughout the school term -- a media workshop should be offered early in the school year to provide the necessary skills.

2. Student-Teacher Planning Trip -- The types of activities that can and should be carried on by the teacher and elected student group leaders on the planning trip to the town to be studied.

3. Constructing the Classroom Mosaic -- With direction from the teacher and student leaders the pictures and materials (maps, statistics, etc.) gathered on the Planning Trip are studied and organized so that the students going on the field trip will have some background on the community.

4. The Field Study -- The types of activities that have proved to be valuable from our own trips-outlines for studying a community (e.g., the one developed for Chilliwack).

5. The Multi-media Presentation -- On the return from the field study all the materials gathered have to be put together by each group and a coherent multi-media presentation put together illustrating the special point of view of each group (e.g., site, housing, business and industry etc.).

6. Seminar Sessions -- In order that conclusions may be drawn about the nature of the small town studied and generalizations formulated, students should meet in seminar sessions and exchange information and impressions.

7. Use of Comparative Materials -- To provide a valid regional and national impression of small towns the field study should be a take-off point for classroom comparative studies of similar and different types of small towns in their own and other regions of Canada. The multi-media kit to be developed by our project could be used here, also other already available materials.

8. Future Urban Life Styles -- By comparing the various life styles found in the small towns and their own community, students can take a 'time-trip' into the future and attempt to formulate a satisfactory urban life style.

(Note: This section will be quite time consuming to prepare as each of these eight areas should be presented in some detail and methods should be evaluated by some other schools before they are finally included in a book. This material would form the bulk of the book, 1 chapter for each topic.)

D. *Intended Learning Outcomes of Field Studies*

1. Knowledge Objectives -- Drawn from the various social sciences that contribute to urban studies.

2. Affective Domain

3. Community Skills

(Note: This research has largely been done for the June 1971 Annual Report -- I suggest that this not receive too much emphasis in the teacher handbook as 'educational jargon' tends to 'turn-off' many teachers -- there should be some included for those who want it -- I am open to suggestions on this point, however 1 chapter.)

E. *Some Problem Areas*

1. *Liability*
The question of personal liability for the supervising teachers and for the school board in the event of injury or death to a student when out of the classroom on a field study.

2. *Cost*
The question of cost for such a study -- buses, airplane ride, teacher expenses, etc. -- who should pay the bulk of the cost, the student or the school board?

3. *Teacher's Time*
A time consuming method -- on a three-day field study the teacher must be away from his other classes and from his own family -- almost an ethical question, should teacher contribute so much of his own time without remuneration or compensatory time?

4. *Student Time*
Students must miss other subjects to take part in a field study -- does this restrict the method to only the top students who can 'afford' the time away or can there be some form of interdisciplinary approach?

5. *Possible Overexposure of Method*
How much pressure can small towns take from visiting city school students? -- some overall plan for a province might be necessary to prevent one town from being over-studied.

(Note: This appears to be a rather negative approach but I feel that it is necessary to raise these issues because these questions will be in teachers' minds and it may help them to see the advantages of the method if they realize that we are aware of these negative aspects and are still convinced of its validity. 1 chapter.)

F. *Practical Application of Method* -- A personal discussion of our own field studies undertaken for Project Canada West.

1. Cost Breakdown -- Actual costs of Chilliwack and Powell River field trips -- where money could have been saved and where more should have been spent.

2. Useful People to Contact -- People we have found helpful to approach for aid and information -- suggestions on how to approach them.

3. Some Do's and Don'ts -- Activities that we have found productive and these we have found unproductive -- things we found useful to take and these that should have been left home -- methods we have used for selecting students for such field studies.

4. Strengths and Weakness of Our Field Studies -- An expansion of #3 but with emphasis on the planning and follow-up stages of our studies -- #3 deals more specifically with the actual field study.

(Note: A lot of work needs to be put into this section -- the Chilliwack study needs detailed analysis and the Powell River trip needs to be planned on the basis of that analysis. 1 or 2 chapters and statistics in an appendix.)

I feel that the book should be written in an informal manner relatively free from footnotes and other academic formalities. The exception would be the chapter on I. L. O.'s which should be written in a more formal and academic manner.

G. *How To Get Started with Field Studies*

1. Preliminary Tryouts -- For those unfamiliar with the method and unsure of how it will work some suggestions for local neighborhood studies and one day trips in the home area.

2. How to Win Co-operation from Administration.

3. The First Field Study -- Teachers unfamiliar with the method could follow the instructions and suggestions closely the first time and then enhance it with their own ingenuity when more familiar with method.

(Note: A brief section to act in the capacity of a conclusion and reassurance.)

MULTI-MEDIA KITS

Many multi-media kits that I have used consist of a filmstrip or two, a few

overhead transparencies and a pamphlet or two. The 'multi-media' is rather questionable and the kit is quite inflexible in its use. The teacher can use the materials to illustrate a lecture or two but there is little opportunity for the students to work directly and independently with the materials. It was with these shortcomings in mind that I worked out the format for the Small Town Canada Kit. It is, of course, not proof against being used to illustrate teacher-lectures but it should provide materials for the students to work with while taking a simulated field trip to a Canadian small town.

The kit would provide large amounts of the type of materials that students would collect on their own field study (e.g., slides, unedited movie film, population statistics, photostats from the local newspaper, pictures from the museum, maps, pamphlet, samples of local products, 'throw away' materials such as napkins from the most popular drive-in, tapes of local sounds and local interviews). The kit could be used to provide comparative studies of Canadian small towns to complement the actual field study of a nearly small town. The students who had been on a small town field trip and had taken part in the classroom multi-media presentation and follow-up seminar sessions could use the materials to prepare a multi-media presentation of another small town too distant to be studied directly.

None of the materials would be in a finished form. The 8mm movie film would be provided in small sections that the students would have to splice together into their own film. They would have to shoot some of their own film to make titles and continuity or to create special effects. The sound track would have to be made up from their own records, commentary and sound effects re-recorded from the kit tapes. The slides would be identified as to location and subject but the students would have to decide which slides to use, what order to present them and what kind of commentary and sound track to create. The students would have to decide which statistics to use and what methods should be used to present them. The throw-away materials would be used to create displays that would illustrate some aspect of town life. The throw away materials and 8mm film would have to be replaceable from the company producing the kit as they would not survive too many uses of the kit. The kit would also contain soundly researched but fairly brief urban study of the town for the teacher's use. The information contained in this booklet would give the teacher the necessary background so that he could provide guidance for the students as they 'create' the town in their classroom.

FORMAT FOR KIT

Suitcase design with title, etc. on luggage labels.

Inside, several compartments and an envelope pocket on the lid (for storing large maps, posters, etc.)

Teachers' kit to contain:

1. sample lesson plans and suggestions for use of materials.

2. pictures, slides, etc., showing how other classrooms have been set up for these studies.

3. practical ideas for visual presentations.

4. handbook on field study of small towns methods.

5. space for urban study booklets as they are purchased with town kits.

The town kits would be purchased separately and would contain the materials previously suggested. The towns selected should represent the five Canadian regions.

either

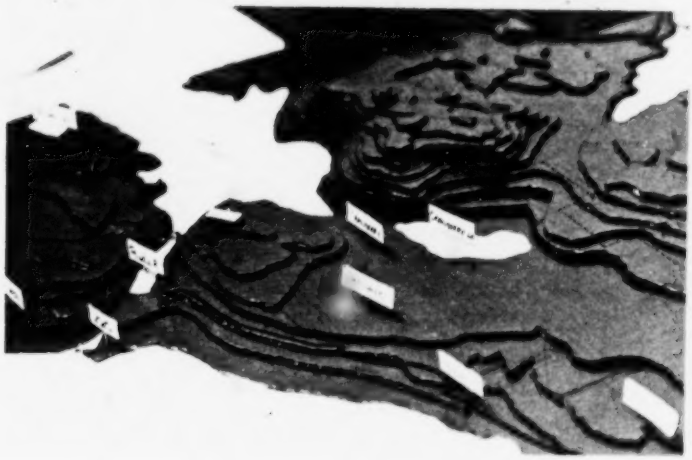
1. B. C.
2. the Prairies
3. Ontario
4. Quebec
5. the Atlantic Region

or

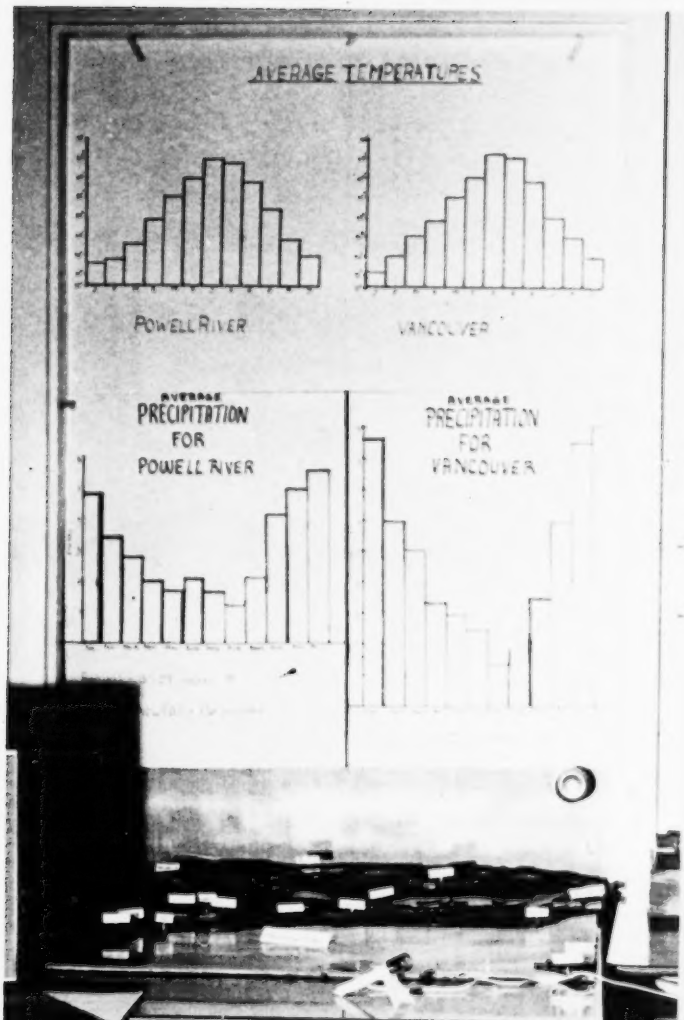
3. the Shield
4. the St. Lawrence Lowlands

and five different types of town

1. Agricultural service centers
2. one industry towns
3. transportation centers
4. tourist towns
5. 'instant' towns *or* rejuvenated towns



III - Life Styles



Picture A
The topographical model of the Powell River area constructed by the students of Group 1 (Physical Setting)

Picture B
The climate charts of Vancouver and Powell River prepared by the students in Group 1

LIFE STYLES – THE STUDENTS OBSERVE

There are four basic co-ordinating themes to Alpha Project as outlined in the conceptual model -- Life Styles, Urban-Rural Understanding, National Concerns and the Time Trip theme. These themes are emphasized at various stages throughout the planning, preparation and execution of the field study. The services of Stanley King as a consultant to the Project have been particularly useful in establishing the four co-ordinating themes. One of the major aims of the study is to increase student sensitivity to a different environment. Students who returned from the Chilliwack study had expressed considerable feeling about the opportunities that exist in small towns for human interactions. They liked its human dimensions, the sense of community they felt with the citizens as well as their discovery that they were a close-knit community of their own during their study. Many students commented on the fact that families were brought together for lunch, that you could walk from one end to the other and keep a horse in your backyard. Others mentioned that distance was often measured in human terms -- 'Turn right at the Smith's house'; still others expressed concern about the preservation of the farmland or the exodus of young people from a town which provided little future for them. These student observations resulted in a new direction for the Project. The small town with its manageable size and its opportunities for human reaction could become a laboratory for the students from large urban areas to investigate the possibilities for new life styles which are based on human needs and values.

The billeting of students in the homes of the local students is a most important part of the Project. It helps the students to acquire understanding of the life styles in the community. For example, our students in Powell River definitely noticed the effects of the shifts at the mill on family meal times and social engagements.

The students who participated in the Powell River study were asked on their return to try to identify some life styles they experienced during their visit. A selection of their comments appears below. In the selection are examples of how the co-ordinating themes -- Urban-Rural Understanding, National Concerns and the Time Trip -- have meshed in the Life Style identifications.

> It is quiet there where in other towns it is quite noisy, with the traffic and people. I would like to live in Powell River. But before I decided to live there I'd make sure that I had a good job of some kind.
>
> To keep the area around this town there should be a law.
>
> Everybody in the town that I had talked to had noticed the changing bird migration routes changing fishing decreasing over the years although the fishing is great comparatively.
>
> Attitudes make a small town or a big city.
>
> In Powell River (typical small town) there are status symbols: large car, expensive clothes, fancy house, 6 boats or a yacht. The family may have to eat hamburger every night but they drive the biggest car on the block.

I, myself, feel more comfortable in noise.

I was impressed by the number of trees and natural bush areas.

The middle aged people of the town seemed to be just as wary of young people as in Vancouver itself.

It might be that in a small town you can find a little more security and less fear.

People seemed to touch each other in a compassionate way more than in a city. Even as you're driving down a street there seemed to be always someone honking and waving giving one a little feeling of joy and a sense of belonging. There seemed to be little poverty and loneliness.

Time isn't as important to them; they aren't pacing their lives with time. Sure they have to be at work on time but these people never seem to feel the need to rush.

Also, we people from Vancouver see the mill as something ugly -- a pollution maker; but the people of Powell River see the mill as something beautiful because its their life.

The shifts (work shifts) of the mill affect the social lives of the people and the family lives....

...to put it simply in Powell River's words, 'the mill men stick together because when we get together for barbecues the men sit around and talk mill and anyone not working at the mill would be left out.'

The Indian people as always in society anywhere are not accepted.

People are not afraid to walk the streets at night.

I think people are more fit from all the walking they seem to have to do or want to do.

...quieter in a small town than in a big city.

(Lot 450)...its better than taking down a whole area of trees and putting up highrises.

The playgrounds were really cool -- especially for the kids.

The main asset to this community though is the people. Because this place is somewhat isolated, debateably so, the people take it upon

themselves to make the community as welcoming as possible.

They definitely need another industry.

I love the way the whole town is set up, no buildings over three stories because the fire ladders only go that high. And the housing very spread out, not a lot of 33 foot lots all over the place.

Powell River is still a small town and I hope it stays that way. But I know that eventually that monster progress will come in and take over.

Outsiders are thought of as outsiders but are treated with friendly respect.

The peacefulness is attracting older people who wish to retire there.

The life is run by the mill. Shifts cause their life styles to be quite different from the 9-5 city workers.

The mill is the base of the economy. If it were to fold the town would pretty well die.

I could see no way that the Council and the kids could ever get together.

One girl said that Powell River is a great place to live in only if you get out after.

There is not much to do except work in the mill.

I believe that the people of Powell River eat, sleep and breathe the mill. I also believe the town would close if the mill did because we worked it out and came to the conclusion that approximately 13,000 of the 17,000 people in Powell River are responsible to the mill. And need it to live. But one thing I found was that people disguised their feelings, they built a protective barrier around them. They believe they are not dependent on the mill so that they will not be faced with the problem until it happens.

The old people were really friendly, willing to help as much as they could.

Quieter -- quote: 'Whenever I go downtown in Vancouver I come back with my ears ringing.'

Business refused to acknowledge dependence on M-B.

Powell River needs another industry like a flower needs rain.

At night more stars were out, or could be seen....

The guys can get good money at the mill but all the girls can look forward to is getting married (usually at an early age). Life with only this as a goal is a shallow one.

Housewives prided themselves on home cooking and could tell you most anything about the next door neighbors.

When we came back to Vancouver I really realized how ugly the city is.

...and right out the back door where I was staying there was a mountain for me to climb whenever I wanted to!

The people are so much more friendly.

It was a warm and very responsive town.

All in all it's a nice place to visit but I wouldn't want to live there. However, I intend to spend the long weekend there with a couple of friends.

IV- Analysis of Student Evaluation

Picture A
Students in Group 4 (Business Labour and Industry) and Group 5 (Transportation and Communication) preparing for their presentation

Picture B
A student from Group 2 (Population and Housing) making some last minute adjustments to his group's multi-media presentation

Picture C
Students in Group 3 (History and Government) surrounded by the media equipment used by the group in its presentation

STUDENT EVALUATIONS

On completion of the public presentations, students were given a six page Questionnaire. Not all students completed the Questionnaire but results below will indicate responses of those who did. The Questionnaire dealt with objective responses followed, in many cases, by student subjective comments on the question. The responses to the questions will be sent to the Project Canada West evaluation team in Calgary for an in-depth analysis. However, a brief summary of results is given below followed by an analysis of the responses. When the Calgary evaluation team completes its report, we hope to have a more detailed description of the student assessment of the study.

Evaluation

'THE PURPOSE OF THIS EVALUATION IS TO HELP THE PROJECT ASSESS THE STRENGTHS AND WEAKNESSES OF THE STUDY. AS IN ANY EDUCATIONAL ENDEAVOUR, SOME OF THE OUTCOMES ARE EASY TO IDENTIFY, OTHERS ARE DIFFICULT. YOUR HONEST OPINION OF ALL ASPECTS OF THE STUDY WILL HELP TO DEVELOP A STUDY WHICH OTHER HIGH SCHOOL STUDENTS CAN USE.'

Note: By 'Study' or 'Powell River Study' is meant the *whole* of the study, including the preparation lessons, the actual field trip and the preparations and presentations on return to Alpha. Specific aspects of the study will be identified in specific questions.

Part A. For each of the following *skills*, place a check in the space provided at the right to show whether you feel you have *improved* in that skill, *remained the same* in that skill or have *deteriorated* in that skill.

	IMPROVED A LOT	IMPROVED A LITTLE	REMAINED THE SAME	DETERIORATED (lost skill)
1. reading and interpreting maps	5	20	18	0
2. operating a 35mm camera	19	16	7	0
3. operating a super 8 movie camera	17	14	9	1
4. operating a cassette tape recorder	11	11	20	0
5. operating a slide projector	17	13	12	0
6. operating a movie projector	10	15	17	0
7. planning questions for an interview	21	15	5	0
8. conducting a formal interview	18	16	7	0
9. conducting an informal 'on the street' interview	15	18	8	0
10. contacting people by mail to arrange for an interview	5	3	34	1

11. contacting people by telephone for an interview	5	7	29	0
12. contacting people in person to arrange for an interview	4	9	26	0
13. organizing slides to present a point of view	21	11	9	0
14. preparing displays to present a point of view	21	15	5	0
15. editing and splicing a super 8 film to present a point of view	10	13	15	3
16. organizing and presenting a multi-media presentation	20	17	3	1
17. speaking to a small group of people	11	22	9	0
18. speaking to a large group of people	11	19	12	0
19. presenting data in charts, posters	9	20	13	0
20. identifying life styles in a community strange to you	26	13	3	0
21. working co-operatively together with others in group	24	15	3	1
22. giving directions and suggestions to others in your group	18	20	4	0

Part B. Answer the following in the space provided:

1. Did you have enough knowledge about what you were expected to do *before* you went to Powell River?

   YES 20
   NO 19

2. Do you feel, at the *end* of the Study, that you generally accomplished what was expected of you?

   YES 28
   NO 9

Part C. The following questions are an attempt to discover how relationships of various people worked during the full study. Circle the most appropriate choice.

a) Generally, the teachers gave:

A.	too much instruction	0
B.	not enough instruction	6
C.	about the right amount of instruction	32
D.	none of these	4

b) Generally, our Group Leader was:

A.	over-organized	1
B.	not well enough organized	12
C.	satisfactorily organized	26
D.	none of these	2

c) Our Group generally:

A.	worked well together	21
B.	did not work well together	3
C.	worked satisfactorily together	17
D.	none of these	1

d) Other groups generally:

A.	co-operated with our group	36
B.	did not co-operate with our group	4

e) Circle the approximate number of actual contacts you made with *citizens* or *residents* of Powell River during your stay (include those you talked with both socially and as part of the Study).

less than 5	1
5 to 10	9
11 to 15	4
16 to 20	12
more than 20	16

f) Which of the following areas did you visit when you were *not* with the full school tour?

Westview	38
Cranberry	29
Wildwood	24
Townsite	35

g) Were there people you felt you should have seen but did not?

YES	23
NO	17

h) Were there places you felt you should have seen but did not?

YES	27
NO	14

Part D.

1. Had you ever been on/in:

		YES	NO
A.	an air flight	25	15
B.	a bus trip	40	0

	YES	NO
C. a ferry ride	40	0
D. a small town	37	3
E. a billet	17	24

ANALYSIS OF STUDENT RESPONSES TO OBJECTIVE EVALUATION

Part A.

1. A brief introductory map exercise was given to students during the preparatory lessons. The Business, Industry and Labor group also did some field mapping during the visit to Powell River. While more than half the class felt they had improved in map reading and interpretation skills, an impressing 42% felt their skills had not improved. It is obvious that more work would need to be done in this area.

2-6 Cameras, tape recorders and projectors were shared amongst groups and group members. Thus, not every student could be expected to advance his skills on all of the equipment. However, the respondents indicate that well over half of them felt they improved their skill at handling the cameras and projectors while about half did so with the tape recorders. There were less recorders available then cameras which may explain the higher response indicating no improvement in skills than that for cameras and projectors.

7-9 A strong response resulted in student assessment of improvement in interview skills. Planning skills improved for 88% of the respondents and remained the same for only 12%. Just one half (51%) felt these skills had improved a lot while more than a third (37%) felt they had improved a little. Furthermore, over 80% of the respondents felt they had shown improvement in conducting both formal and informal interviews.

10-12 Two-thirds to three-quarters of the respondents found no improvement in skills in contacting people by mail, phone or in person to arrange for an interview. This result is understandable since the only students who did this type of work were the group leaders and some of their helpers.

13-16 The Project's emphasis on multi-media was strongly reflected in these responses. About half the students felt they had improved 'a lot' in organizing and preparing slides, displays and media for presentations reflecting a point of view. Another large group felt 'a little' improvement in this area. A minority of students felt they had 'remained the same' in slide organizations (22%), display preparation (12%) and organizing a multi-media presentation (7%). One student felt a 'lost skill' on the multi-media presentation. More than half the students found some improvement in editing and splicing a super 8 film to present a point of view. Those who 'remained the same' or 'deteriorated' likely worked on some other aspect of the group presentation.

17-18 79% of the respondents found they had improved in their ability to speak to small groups while 71% found improvement in speaking to a large group of people.

19 Generally, students who did no camera or tape recorder work found tasks in other areas -- building contour models, presenting data in charts, posters and overheads. Despite the large non-print media on the project, nearly 70% of all respondents found improvement in the other areas.

20-22 Some of the strongest responses in terms of improvement came in the last three questions. 93% found improvement in identifying life styles in a community strange to them. 62% said they had improved 'a lot' while 31% said they improved 'a little.' Since this was one of the main aims of the study, the responses are not surprising.

Similarly, students generally felt they had learned to work co-operatively with others in their groups (91%). This assessment of the respondents does not appear to jibe with some of the subjective responses in the next part of the test where more than 9% expressed dissatisfaction with co-operation in their groups. However, one interpretation could be that in Objective question 21, students assessed themselves as improving while in the Subjective question on 'weaknesses' they were singling out others for lack of co-operation. If a group lacks a co-operative spirit it is often easier to blame others than it is to blame yourself.

Student respondents also felt they had improved in giving directions and suggestions to others in their group (90%).

Part B.

1. The respondents were split almost 50-50 on whether they had enough knowledge about what they were expected to do *before* they went to Powell River. Some tentative conclusions which could be drawn are: that more should have been injected into the Preparatory lessons prior to going to Powell River for at least half the students; that clearer outlines for half the students should have been made; that the unstructured aspect of the teaching strategy bothered some students when teachers deliberately refrained from giving students precise instructions such as: 'You do the field mapping, you do the interview and ask these specific questions' in order to force groups to make their own decisions working within the general framework provided by teachers. One possible conclusion is that a 50-50 split on this question indicates that about the right amount of instruction was provided. There is some validity to this conclusion if one looks at the results of Part C, Question a) where respondents heavily indicated that 'about the right amount of instruction' was given. The negative respondents to the 'knowledge before going to Powell River' question indicated in their comments that they blamed the Group Leader in some instances for not clearly defining the role students were expected to play and for displaying questionable Leadership qualities. Sample comments on this point:

> Each group leader should provide a detailed outline for his group about the topics and the group aims.

> Our leader won't answer our questions he just said don't worry.

More direction by group leader.

Group leader should have done more explaining.

Because we weren't actually told in our group what we were to do.

Negative respondents were fairly evenly distributed between groups indicating that there were no specific Group Leaders who could be singled out. Some students ticked both the 'Yes' and 'No' columns on this question with comments such as 'some aspects were more clear than others' explaining why. One negative respondent said 'I felt I had to experience being there first.'

The positive respondents to this question made few comments. Those who did used terms such as 'well briefed' or 'well informed.'

The team leaders are at present looking into the possibility of restructuring the groups in order to overcome some of the problems raised in these responses.

2. More than three-quarters of the respondents felt they had generally accomplished what was expected of them. This seems rather surprising in view of the responses to Question 1 which indicated that about half felt they were unclear about what was expected of them before making the trip. However, comments indicate that clarity of objectives improved on arrival. Subjective comments on this question included some interesting responses:

Amazing what one learns while not realizing it.

I learned quite a bit and it was fun too!

I accomplished more than I expected.

I learned more when I got home and studied our material we gathered and from looking at the other presentations.

We had a very good cross section.

Maybe more in our own eyes.

Negative responses to this question centered on lack of organization and criticisms of the group leaders. The Business and Industry and Recreational and Institutional Facilities groups had the highest number of negative respondents. The other four groups were almost unanimously positive.

Part C.

a) Student assessment of the amount of teacher instruction led to some

interesting subjective comments on the teachers involved in the study. No student felt 'too much instruction' was given and 14% felt 'not enough instruction' was given. 76% said 'about the right amount of instruction' was given and 10% said 'none of these.'

Some of the more typical responses from those who felt the right amount of instruction had been given:

> They gave us the ideas and we went ahead on what we were doing.
>
> ...they worked well on an informed basis and were there when you needed them but left you alone.
>
> We arrived with fairly open minds, instead of being bogged down with preconceived ideas.
>
> Teachers had us do our own thing but were there when needed for ideas, suggestions, helpful hints etc.
>
> I feel the teachers kept in the background at the right times.
>
> ...we had to think for ourselves.
>
> There was freedom to work as we felt appropriate to our needs.
>
> The teachers gave only information and advice only on what was asked of them. This enabled the students to set their own guidelines and gave us more freedom to make decisions on what was to be presented.
>
> One respondent on 'not enough' said that was 'great because it made us think and made us a part of the project.' Another student who responded 'none of these' said it was not a matter of instruction but rather that 'not enough guidance was given.' The rest of this group did not explain why they made this choice.

b) As noted earlier, respondents made numerous criticisms of their Group Leaders, usually negatively. However, 63% found their leaders 'satisfactorily' organized. Of those who found their Group Leader 'not well enough organized,' three-quarters of these respondents came from two groups -- Physical Setting and Recreational. Team leaders were not surprised at this result since they had observed particular difficulties with these groups. The Physical Setting leader was well organized for himself and produced a high quality of work but his group felt 'left out' on many occasions, particularly during the preparation for the presentations. The Recreation group 'split' into two camps on arrival

in Powell River and while half the group were very busy and produced top level work, the other half did not feel they had 'participated' to the degree they had hoped.

c) Only 7% of the respondents felt their group did not work well together. The lack of criticism on this question does not seem consistent with earlier subjective remarks on the quality of the Group Leaders.

d) Co-operation with the other groups was rated high (90%).

e) Contacts with citizen or residents of Powell River during the stay were tabulated on a numerical basis. Two-thirds of the students made contact with more than 15 people. The 40% who said they had contacted more than 20 people estimated numbers at between 25 and 50 contacts.

f) Transportation problems indicated earlier would explain why some students did not get to every community in Powell River.

STUDENT RESPONSES TO SUBJECTIVE STUDENT EVALUATION

> Q. 1. What, in your opinion, were the STRENGTHS of the Powell River Study?

Student responses ranged from comments on the teaching strategies employed in the study to expressions of their own reactions to the experience. Sample typical responses have been placed in these two broad categories.

a) *Teaching strategies and approaches*

(i) Organization of the study.

A well organized trip which *stayed* organized and didn't become unglued when we arrived at Powell River.

Good control and organization for a group of such a large size.

A lot was seen and done for such a short period of time.

(good) Instruction in the practicalities of conducting a study.

(Planning trip arrangements) saved a lot of confusion and time.

(ii) Teacher instruction.

There was minimal pre-conditioning.

Not too much of a structured program.

Teachers were only used as a resource.

Supervision was great, no hassles.

It was very well organized well supervised (if you could call it supervising) and well programmed time-wise.

(iii) Responsibility of students.

We got to go out and do things ourselves.

Freedom to do the study in just about any way we wanted and thus enhanced creativity.

Relying on student ingenuity for the formulation of points of view, lines of questioning and reasoning.

The related attitude of the entire thing let us produce presentations that were a little more original.

b) *Reactions to the experience.*

(i) Involvement.

...close contact with town life the students had as a result of being billeted.

...total emersion (sic) in the community.

I thought by studying something, by being there and actually experiencing it was much better than reading it out of a book.

You learn more by having to probe and talk to the people and living in it.

...how to work with people, talk to people, respect others opinions and ideas.

A good opportunity to try another life style on for size. It gives you a chance to decide what's right for you.

It was a change from a boring classroom.

(ii) Co-operation.

Everyone did their share and didn't avoid work like the plague.

Strengths showed up through student involvement and co-operation between people in the town and all the kids that went up.

...the teachers and kids working together.

There was a better chance of working with other people more closer than in a usual group project.

...gives you a chance to meet other kids and get to really know the ones you go to school with.

I had a chance to find out what the rest of the people in our class are like from it.

...co-operation of everyone concerned.

(iii) Perception of a small town.

It opened up a lot of people's minds about how a small town operates.

It gave a chance to experience an alternate way of life ...to meet new friends and experience a total new way of life.

It opened my eyes to the small towns.

Helped you realize how much planning and work is involved in a small town.

Although after being in a small town I wonder if having cities is a good idea.

One student may have summarized the strengths of the study more accurately than most: 'We were quite busy if you think about it but you didn't feel busy because you were enjoying it.'

Q. 2. What, in your opinion, were the major WEAKNESSES of the Powell River Study?

Two major criticisms of the study dominated the responses to this question -- the lack of transportation services for the students in Powell River and the lack of time both during the on-site study and in preparation of the presentations. Some students expressed concern about the 'competitiveness' of the groups on the return to Alpha. A few expressed criticism of interview sessions and the lack of organizational structure. Others expressed completely uncritical feelings about the study while some indulged in healthy self-criticism. Sample responses appear below. Topics are arranged in order of frequency of response.

a) *Transportation.*

...1. Transportation difficulties.

The poor transportation.

Poor transportation for such interviews in far away places.

...the only real weakness was lack of transportation.

b) *Time.*

There was a complete lack of time. I needed more time in everything I did during the study.

Can an 'in-depth' study be achieved in four days?

More free time for research on own.

The unfortunate squeeze on time after the field trip.

Lack of time to put presentation together -- it was ridiculous!

We weren't there long enough to notice the faults of a small town.

...only one weakness about the study. It was we should have at least 5 days there.

c) *Competition.*

I think the major weakness in the study was the competition between groups.

After returning from P.R. and started with presentations the group didn't co-operate and rarely talked to other groups. The only thing they were interested in doing was putting together the 'best' presentation. There wasn't very much exchange of ideas, slides or other material.

...co-operation between groups was fair in P.R. but when we returned it was almost impossible to talk to a person from another group...without someone getting unbelievably uptight about (it).

d) *Interview.*

...there weren't enough interviews.

The arrangements of the interviews (or lack of them).

...the people that were interviewed weren't really into it, it was just another boring interview they weren't so enthused about it as the students and teachers.

e) *Organization.*

There wasn't enough organization up there and often we had to find something to do ourselves because we could not find others in our group.

Really needs a little more structured organization.

f) *Uncritical Response.*

I liked everything about P.R.

I was completely satisfied...there were no weaknesses.

g) *Self-criticism.*

Weaknesses were we blew some of the work.

My group was so disorganized.

It should be a *group* project any big decisions should be made by the group as a whole not a Group Leader.

...personal hostilities.

Creative people not evenly distributed amongst the groups.

...within the Group's themselves e.g., I never saw other (female) half of our group except at dance and bus.

Having to keep everyone in the group occupied.

Q. 3. What suggestions do you have on how a similar study done by another group of students could be *improved*?

Responses dealt with most of the problems raised in the previous question. The overwhelming emphasis was split between the request for more 'time' and suggestions on how groups could operate more efficiently. Transportation was again emphasized and a good number of students felt they could make no suggestions for improvements. Samples, in order of frequency, are classified below.

a) *Time.*

More time and guidance should have been spent on the presentations so people could feel more accomplished in front of others.

I feel that the students should have more time to prepare to go on a trip (i.e. 2 weeks)...more time to learn how to use a camera...another week to prepare presentation.

I believe that the teachers could have helped a little more with the group outlines.

...more time for preparing and presenting.

b) *Operation of Groups.*

Better student organization.

If group leaders were a little more organized...the students could plan a little of what could be done before they went up.

A lot more co-operation...by the leaders and students.

Group leaders should be carefully selected. Not only by what the students think because not all students would know who would be good.

Detailed outlines by group leaders.

...a more definite attitude developed before the study.

If could be a bit more organized but it is up to the group not the teachers.

c) *Transportation.*

Better transportation. (no specific suggestions but a frequent response)

d) *No Suggestions.*

I don't think there is that many improvements except that the students should realize the every hour that in daytime you waste, could end up as a day shot.

I guess it could be improved a little but I have no complaints.

I think it turned out very good.

Generally I don't think you could change it much and I don't think you should. We enjoyed it like it was.

Personally it was put together fantastically. I don't think it could be improved.

De-educate us as to what we've been taught in the past 11 years so we may truly *learn* instead of gather facts.

ANALYSIS OF STUDENT RESPONSES TO SUBJECTIVE STUDENT EVALUATION

Q. 1. What, in your opinion were the STRENGTHS of the Powell River Study?

Generally, students felt the study was well planned and well organized and that teachers gave the students plenty of freedom to discover on their own. Most students expressed an appreciation of doing activities by themselves and some felt that such an approach increased ingenuity and creativity. These responses were pleasing to the team leaders who at various stages of the planning process held lengthy discussions about the amount of structure necessary. It is much more difficult for a teacher to take a laissez-faire approach in order to allow a student the opportunity to make his own decisions than it is to

simply come up with the 'right answer' or instruction at all times. Part of the teaching strategies employed from the Conceptual Model was to provide students with situations in which they would learn to be self-reliant.

The second major area where students found strengths in the study concerned reactions that they experienced. Many students expressed delight with the fact that they got very involved in the community. They credited this involvement to their first hand experiences which enabled them to develop ideas and opinions about the continuing concerns and solutions found in a one-industry community. Many students felt they had gone through a learning experience which had 'opened their eyes.' They felt that they had gained new perceptions about life styles in small towns and had acquired an appreciation of the different problems facing citizens in that community compared with their own.

One of the strongest responses centered around the discovery that the first-hand experience had heightened student appreciation and understanding of their peers. The four day visit accomplished a 'community spirit' amongst the Alpha students which many had not previously perceived. The students returned not only with a feeling of understanding about people in another community but also a better understanding of themselves and their peers. Field trip experiences often accomplish this outcome but the total 'emersion' on this particular study may have had a more permanent and profound effect.

Q. 2. What, in your own opinion, were the major WEAKNESSES of the Powell River Study?

Transportation problems during the stay in Powell River became, at times, insurmountable. Powell River is really spread out over four main communities -- Westview, Cranberry, Wildwood and Townsite. The distance from one community to another is, because of Lot 450, just too great for walking. As the Transportation and Communications group discovered, Powell River has a very poor public transit system. Consequently, the two cars and one suburban station wagon were often utilized to transport students from one area to another. Despite the large number of trips made by the three vehicles, students were often left temporarily stranded in one community or another. Students were eager to point out this admitted deficiency. Perhaps the nature of the community setting contributed to this problem; moreso, at least, than it did in Chilliwack.

Students also expressed strong feelings about the 'rush' that took place before during and after the actual tour. The largest number of criticisms in this area were aimed at the actual time spent on the field trip itself. Almost as many felt that there was not enough time to properly prepare the Presentation Night for the parents and students. Team leaders are inclined to agree that the presentation deadline was too early and that students could have been better prepared. However, it should be pointed out that most groups finished the last two days in a flurry of activity that may, given an extra week, have been as intense one week later on the two days before the presentations.

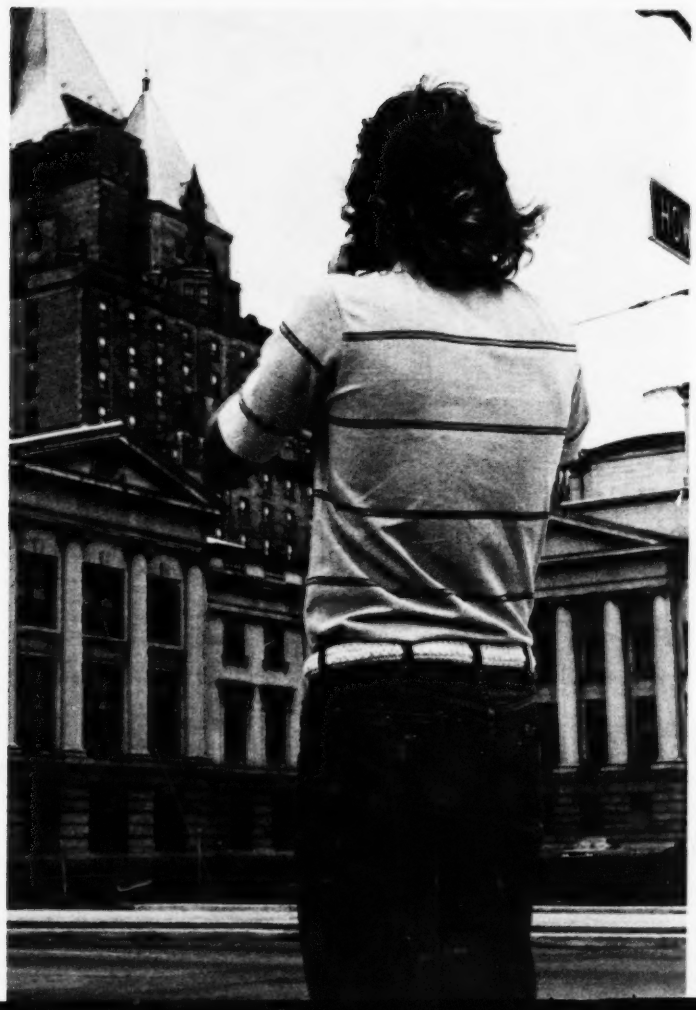
A further weakness identified by the students centered on the 'competitiveness' of the groups, particularly after the return to the school during that presentation preparation. The early deadline coupled with the public presentation were identified as the reasons for group competitiveness rather than competition. Certain individuals levied criticism at the lack of organization of their group leaders but major weaknesses identified seemed to concentrate on lack of time while in Powell River and lack of co-operation while preparing the public dis-

plays. Another point mentioned by some indicated some concern over the method of choosing leaders and the disorganization and distribution of strong students within specific groups. This problem will be looked at in the new organizational structure.

Q. 3. What suggestions do you have on how a similar study done by another group of students could be *improved*?

Suggestions for improvement followed much the same pattern as set out in the identification of weaknesses in the project. More time, better organization of groups, transportation and of course, some who said that no improvements were necessary.

V - Appendix Section



Picture A
Alpha students on a filming assignment
in Vancouver's CBD

Picture B
Alpha student centers the Hotel Vancouver
in his viewfinder

APPENDIX A – YEARLY SCHEDULES

Project Canada West

ALPHA SECONDARY SCHOOL

Schedule 1971-2 -- July-January

Alpha Project

	(Summer)	
July 14-16	Selection Trip to 1972 Study Site Judy Doyle with Student Media Co-ordinator and Media Consultant	Powell River
	(September-October)	
September 13	Moving Day (to new office)	P.C.W. Room
September 21	Organizational Meeting -- Team Leaders and Student Media Co-ordinators -- to analyze Chilliwack field study	P.C.W. Room
September 28	Team Leaders Conference	P.C.W. Room
October 5	Team Leaders Conference	P.C.W. Room
October 8	Conference -- Team Leaders with Ralph Sabey and John Church	Staff Room Annex
October 19	Team Leaders Conference	P.C.W. Room
October 21	Conference -- Team Leaders with Dr. George Tompkins, Canada Studies Foundation	Staff Room Annex
October 30	B. C.-Washington Audio-Visual Conference Judy Doyle Canada Studies Conference -- Gary Onstad	Bayshore Inn, Vancouver Norkam High School, Kamloops
	(November-December)	
November 3	Team Leaders Conference -- full day	P.C.W. Room
November 8	Planning Meeting -- Team Leaders and Student Media Co-ordinators -- Block A	P.C.W. Room
November 16	Planning Meeting -- for contact visit to Powell River	P.C.W. Room
November 22	Contact Planning Trip to Powell River -- Team Leaders	Powell River
November 29	Seminar -- Team Leaders with SFU education students	SFU

December 7	Team Leaders Conference -- on Equipment Purchase	P.C.W. Room
December 14	Planning Meeting -- Team Leaders and Student Media Co-ordinators	Resource Center
	(January)	
January 4	Team Leaders Conference	P.C.W. Room
January 24	Film Workshop on weekly basis to March 29 at John Oliver High School, Vancouver attended by Judy Doyle, Team Leader and Alex Doyle, Media Consultant	John Oliver High School, Vancouver
January 25	Planning Meeting -- Team Leaders and Student Media Co-ordinator	Resource Center
January 27	Semester break	Alpha

Project Canada West

ALPHA SECONDARY SCHOOL

Schedule 1972- February-June

Alpha Project

(February)

February 2	Planning Meeting -- Team Leaders and Student Media Co-ordinators -- for Film Workshop Presentation to new class	Resource Center
February 3	Team Leaders Conference -- to prepare introductory lessons and materials	P.C.W. Room
February 7	Introduction to Project Canada West	321-23
February 8	Film, Slide, Tape and Videotape Presentation by Student Media Co-ordinators	321-23
February 9	Distribution of Materials a) Letter to Parents b) Student selection forms c) Hints on Media d) Preparation of ballots	321-23
Feburary 10	Election -- of Student Group Leaders	321-23
February 11	Film Workshop -- with Student Media Co-ordinators and Team Leaders	321-23
February 14	Planning Committee -- organizational meeting	P.C.W. Room
February 18	Planning Committee (continued)	P.C.W. Room
February 21	Planning Committee -- with Student Media Co-ordinators to plan Media Workshop	Resource Center
February 28	Planning Committee -- with Student Media Co-ordinators	Resource Center

(March)

March 2-3	Media Workshop -- for students participating in Powell River Study (see attached outline of program)	Alpha
March 9-12	Project Canada West Conference -- attended by Judy Doyle, Steve Sipos and Bruce Stewart	Providence Center, Edmonton
March 10	Planning Committee -- to prepare materials for pre-planning trip to Powell River	Resource Center

March 14-16	Planning Committee -- to Powell River for Planning Trip (see attached itinerary)	Powell River
March 17	Media Workshop -- previews	321-23
March 20	Planning Committee -- analysis of Planning Trip	P.C.W. Room
March 24	Conference -- with Dr. Allan Cunningham, Department of History and Dr. John Trivett, Department of Professional Foundations, Simon Fraser University	Staff Room Annex
March 27	Team Leaders Conference	P.C.W. Room
March 31	Easter Holiday	
	(April)	
April 9	End of Easter Holiday	
April 14	Planning Committee Meeting 10:00 a.m.	Resource Center
April 21	Selection of Groups -- Planning Committee	P.C.W. Room
April 23-29	Canada Studies Foundation Conference in Toronto -- attended by Dean Taylor, Student Group Leader	Toronto
April 24	Team Leaders Conference 10:00 a.m. Planning Committee 2:30 p.m.	P.C.W. Room Resource Center
April 26	Planning Committee -- with Student Media Co-ordinators 2:00 p.m.	Resource Center
April 28	Conference with Ralph Sabey and John Church a) with Team Leaders 12:00 noon b) with Planning Committee 1:00 p.m.	Staff Room Annex Resource Center
	(May)	
May 1-5	Preparatory Lessons on Powell River Study (see separate schedule)	321-23
May 8	Distribution of Materials	321-23
May 9-12	Powell River Field Study	Powell River
May 15-30	Preparation for Presentation Night	321-23
May 18	Videotape Session for 12 students with Stanley King at UBC Education Television studio	UBC

May 24	Conference -- Team Leaders with Dr. George Tompkins 1:00 p.m.	Staff Room Annex
May 27	Educational Television Workshop attended by Judy Doyle, Team Leader and Don Lyon, Media Consultant	UBC
May 29	Rehearsal Day -- for Presentation Night	321-23
May 30	Parent's Night (see attached program)	321-23
May 31	Presentation Day -- to Alpha students and staff	321-23
	(June)	
June 4	Planning Committee Meeting -- with Team Leaders	P.C.W. Room
June 5	Evaluation Day -- discussions with participants of the Field Study	321-23
June 11	Team Leaders Conference	P.C.W. Room
June 12	Clean-Up Day	P.C.W. Room
June 18-25	Group Leaders Media Excursions to Winnipeg and Ottawa	Winnipeg, Ottawa
June 20-21	Visit of 35 students from West Kildonan Collegiate, Manitoba	Alpha
June 21	Conference -- Team Leaders with Dr. Ron Carswell, University of Calgary and John Church -- to discuss evaluation of Project	Staff Room Annex
June 21-July 10	Team Leaders Conference -- to write Annual Report	P.C.W. Room and BCTF Building

Alpha Project

ALPHA SECONDARY SCHOOL

PROJECT CANADA WEST

March 2nd & 3rd, 1972

M E D I A W O R K S H O P

Thursday, March 2nd — 9:00 a.m. - 3:00 p.m.

9:00 a.m.	Introduction to Workshop	Mrs. Doyle, Mr. Onstad
9:10 a.m.	Award Winning Films	National Film Board
10:00 a.m.	Group Selection: (a) Choice of film themes (b) Story Boards (c) Tape Project (d) Distribution of Equipment	
11:30 a.m.	Group Media Field Study	
	LUNCH ARRANGEMENTS ON OWN	
2:30 p.m.	Equipment Return Splicing and Cutting Sessions	Media Co-ordinators

Friday, March 3rd

9:00 a.m.	Television and Videotape Workshop	Mr. Dykes, Mr. Doyle Media Co-ordinators
11:00 a.m.	Group Media Field Study	
1:00 p.m.	Design-In	Mr. King
2:30 p.m.	Group and Individual Sessions -- Film, Tape, Splicing, Cutting	Media Co-ordinators

The following resource people will contribute to this Workshop:

Mr. Stan King, Architect and Planner, UBC

Mr. Tom Dykes, Teacher, Edward Milne Secondary, Sooke, B. C.

Mr. Alex Doyle, Teacher, John Oliver Secondary, Vancouver, B. C.

Mrs. Judy Doyle, Team Leader, Alpha Project, Burnaby, B. C.

Mr. Gary Onstad, Team Leader, Alpha Project, Burnaby, B. C.

Student Media Co-ordinators:

Steve Sipos, Dave Neufeld, Robert Burnham, Bruce Stewart.

ALPHA SECONDARY SCHOOL

PROJECT CANADA WEST

ALPHA PROJECT

TOPIC: *POWELL RIVER PLANNING TRIP*

SUMMARY OF ITINERARY

TUESDAY, MARCH 14th

7:25 a.m.	Leave Vancouver International Airport
8:30 a.m.	Arrive Powell River Airport
9:00 a.m.	Check in Powell River Inn
10:00 a.m.	Planning Committee Meeting -- Room 126
10:30 a.m.	Group Leaders -- Orientation Tours
11:00 a.m.	Team Leaders meeting with Social Studies Department, Max Cameron Secondary School
11:00 a.m.	Group Leaders meeting with Mr. Golden Stanley, Curator, Powell River District Museum
12:30 p.m.	Team Leaders meeting with Craig McArthur, Editor, Powell River News
1:30 p.m.	Planning Committee Meeting -- Room 126
2:00 p.m.	Press Conference, Don Moberg, Powell River News
3:00 p.m.	Team Leaders interview with Librarian of Townsite Library
4:00 p.m.	Walking tour of Townsite
4:30 p.m.	Planning Committee car tour, Cranberry, Edgehill

SUMMARY OF ITINERARY (Cont'd.)

WEDNESDAY, MARCH 15th

9:00 a.m.	Planning Committee Meeting - Room 126
9:30 a.m.	Group Leaders Car Tour - Wildwood
10:00 a.m.	Team Leaders meeting with Mr. Darryl Moraes, Industrial Relations Manager, MacMillan Bloedel Limited, Powell River Division.
11:00 a.m.	Team Leaders tour of Union Centre, Townsite
11:30 a.m.	Street Interviews with Citizens, Wildwood, Townsite
12:00 Noon	Team Leaders, Luncheon Meeting with Mr. John Burdikin, Powell River "5 - 9 Project", Project Canada West, Director, Elementary Instruction, Powell River School District.
11:00 p.m.	Planning Committee Meeting with Mr. Harold Hunter, President, Powell River Historical Scoiety and Mr. Golden Stanley, Curator Museum
2:00 p.m.	Planning Committee - Interview with Mr. Gordon Summers, Planner, Municipality and Mr. Doug Robinson, Planner, Regional Board,.Municipal Hall.
3:15 p.m.	Team Leaders - Interview with Mr. Ferguson, District Superintendent of Schools, School Board Office.
4:00 p.m.	Planning Committee - Car tour of Westview
5:00 p.m.	Business and Industry, Physical Setting Leaders - Boat Trip to Texada Island.

SUMMARY OF ITINERARY (Cont'd.)

THURSDAY, MARCH 16th

9:00 a.m.	Planning Committee Meeting - Room 126
10:30 a.m.	Group Leaders visit to Manpower - Interview with Mr. White, Counsellor, Westview Business Section - (Interviews with Businessmen)
11:00 a.m.	Team and Group Leaders meeting at Museum, Photography Session with Historic Photographs
11:30 a.m.	Group Leaders visit to Powell River Municipal Arena, Recreation Department
11:30 a.m.	Group Leaders telephone contacts with citizens for interview sessions.
1:00 p.m.	Check out, Powell River Inn
2:00 p.m.	Group Leaders visit to Max Cameron Secondary Library and contact with Students' Council
3:00 p.m.	Team Leaders, Group Leader visit to Grief Point Elementary School, "5 - 9 Project", Project Canada West
3:00 p.m.	Group Leaders contact visit Municipal Hall
4:35 p.m.	Leave Powell River Airport
5:30 p.m.	Arrive Vancouver International Airport

ALPHA SECONDARY SCHOOL

PROJECT CANADA WEST — ALPHA PROJECT

PREPARATORY LESSONS

May 1	*INTRODUCTION:* Aims and Objectives (a) Canada Studies Foundation (b) Project Canada West (c) Alpha Project	
	(Overhead Projectuals, Lecture, Written Materials)	321-23
	MAP LABORATORY: Orientation to Powell River	Group Areas
	GROUP INTRODUCTIONS: Meeting with Team Leaders	Group Areas
May 2	*MEDIA PRESENTATION:* Mr. Don Lyons, Co-ordinator Burnaby District Resource Centre (former resident of Powell River)	321-23
	GROUP STUDY: Organization of plans for Field Trip	Group Areas
May 3	*LECTURE:* One-Industry Towns: Uniquely Canadian?	321-23
	SLIDE SHOW: from the Planning Committee visit to Powell River	321-23
May 4 May 5	*GROUP STUDY:* including planning and organization of tasks while in Powell River; practice and distribution of media to be used; discussion of aims and objectives of group study	Group Areas
May 8	*CO-ORDINATION SESSION* (a) Distribution of booklets (b) Instructions on billeting (c) Group Planning and Organization	321-23
May 9	Departure from Courtyard at 7:00 a.m.	

The display of student work is intended to be presented in an informal way. Please feel free to ask students questions about their findings. From time to time groups will make presentations to the full audience. Approximate times for each group are listed below:

Physical Setting	7:50 p.m.
Business, Industry, Labour	8:10 p.m.
Housing and Population	8:25 p.m.
Recreation and Institutional Facilities	8:35 p.m.
History and Government	Continuous display
Transportation and Communication	Continuous display

COFFEE SERVED AT 9:00 p.m.

-ALPHA PROJECT-
POWELL RIVER -
FIELD STUDY

PROJECT CANADA WEST -- ALPHA PROJECT

Group 1 -- PHYSICAL SETTING

Ralph Tepel -- Group Leader
John Alfano
Barbara Kaiway
David Mann
Susan Moore
Michael Mortensen -- Media Co-ordinator
Michelle Sterling
Debbie Wong

Group 2 -- POPULATION AND HOUSING

Sharon Burke -- Group Leader
Susan Carruthers
Donna Hunter
Lindsay Johnson
David Urquhart -- Media Co-ordinator
Gail Vozza
Rick Yen
Ralph Young

Group 3 -- HISTORY AND GOVERNMENT

Barbara Edwards -- Group Leader
Maureen Drew
Kay Fisher
Tania Hamilton
Mark Kerswell
Cynthia Martin -- Media Co-ordinator
Pat Mistal
Paul Mistal

Group 4 -- BUSINESS, LABOUR AND INDUSTRY

Ciy Young -- Group Leader
Doug Burt
Darlene Kurylko
Vito Maracic
Laurie McGowan -- Media Co-ordinator
Mike Neilson
Eric Nielson
Joe Sutherland

Group 5 -- TRANSPORTATION AND COMMUNICATION

Lynnda Chapman -- Group Leader
Carol Hummel
Ellen Koskinen
Pat Maeda
Robert Scoble -- Media Co-ordinator
Karen Scott
Ken Suurkask
Patricia Turner

Group 5 -- RECREATIONAL AND INSTITUTIONAL FACILITIES

Dean Taylor -- Group Leader
Sheila Disanjh
Cheryl Filipchuk
Philip Haig
Donna Henney -- Media Co-ordinator
Joanne MacDonald
Jim North
Greg Price

APPENDIX B

AN ARCHITECT TALKS ABOUT THE PROJECT

In my concern to develop public design participation I see outstanding qualities in this study. The experience by the students of life in a different environment and the provision for them to express their experience are both vital elements of participation. The prime objects of learning are for them to know how they wish to live and to be able to say so.

The importance of this learning ranks it beyond a mere embellishment of urban studies. There is a parallel in the design of the home which has the process similar to that of a large environmental design. The architect designs well when the members of the family know how they wish to live particularly when the knowledge is based on a consideration of alternatives. As a convenience, clients who do not have this knowledge but have instead a general knowledge of structure and plumbing help us not at all. Our knowledge of these matters is superior but we cannot pronounce on the way the family wishes to live and we need to know how to display our skills.

by: Stanley King,
Consultant to the Project

APPENDIX C – PUBLICITY

Publicity

One of the most important tasks prior to the actual Field Study is to generate publicity for the visit in the community to be studied. In both visits, the Alpha Project has received fine co-operation from the local press. Local newspapers and radio stations have been very interested in the concept of a student study of their towns. News stories are read or heard by local residents who are then prepared for the 'invasion' of students. This type of pre-publicity paves the way for all sorts of contacts by the students. They found it unnecessary to give lengthy explanations as to why they are there. And citizens seemed quite pleased to be asked questions about their home town. Press and radio coverage also generates excitement and enthusiasm amongst the students ('Hey, thats us!').

Alpha Project was given excellent coverage this year in the *Powell River News* including some rather unusual publicity in a column. (see Appendix D)

The following publicity was given to the Project this year:

(a) Three articles and one column appeared in the *Powell River News*.

(b) An article in the Vancouver *Province*.

(c) A feature story by Judy Steeves in the *Columbian*, a daily which serves Burnaby, New Westminster, Delta, Surrey and Coquitlam.

(d) A half hour interview with students and Chuck Davis on CBC-AM's 'Two Hours' radio program.

(e) Various news items on Powell River's local radio station.

(f) Mention of the project in various journals.

Article from Powell River News, "A One-Industry Town?..Canada West Group Ready for Study of Powell River," not reproducable.

Two articles from the Powell River News, "Recreational Facilities Good... Study Group Impressed with One Industry Town," and "Cards of Thanks," not reproducable.

Article, "Alpha Pupils to Study Community Life Styles," from the Powell River Town Crier omitted for reproduction purposes.

Article, "Canadian Life Styles Learning," from the Vancouver Province omitted for reproduction purposes.

Wiring a fire hazard . . .

Council orders Come Together closed for electrical work

Many people still undecided . . .

News poll indicates arena expansion referendum certain to be controversial

Centre is going to be maintained—Father Nicholson . . .

Three shows in Arena . . .

Skating club annual presentation showcase for local ice talents

Referendum planned for late in May . . .

Civic arena renovations,

MacMillan Bloedel profit rises to $9 million during 3 months . . .

group' suggested coast oil spills

Council said withholding support . . .

Youth Services' letter called 'slap in the face'

Marina, swimming pools, health spa . .

New developments planned for Beach Gardens resort

APPENDIX F – SCHEDULES USED ON FIELD TRIP

STUDY GUIDE FOR POWELL RIVER

A ONE-INDUSTRY TOWN

In each section of this study you must concern yourself with the past, the present and the future of Powell River. The prime concern must be with the present, the "what is", because this is the only tangible reality that can be directly studied. The "what is" cannot, however, be adequately understood without a knowledge of the history and development of the community. It is in a study of the past that the roots of the conditions that presently exist are to be found. It is in a projection into the future, the "what ought to be", that informed planning can provide rational solutions to today's problems. A realization of the continuity of time must be one consideration that guides your researches.

You must also keep in mind that the major base of the economic and social life of Powell River is the mill. One-Industry Towns seem to have certain characteristics in common and a thorough study should help you to discover what some of those characteristics are. Good research does not ignore or discount factors that do not directly support the major premise. There are other factors which have helped to shape and now are a part of the present life of Powell River. These should not be ignored. Rather they should be investigated and weighed in relation to the dependence of the town on the mill.

Bearing these general ideas in mind, each group should pursue its investigations along the lines set out in the individual sections. You will not get a complete picture until all the parts are put together and the whole can be assessed and analyzed. You cannot get a complete picture unless each group pursues its own studies and researches thoroughly.

The group topics are:

1. Physical Setting - Leader, Ralph Tepel
2. Population and Housing - Leader, Sharon Burke
3. History and Government - Leader, Barbara Edwards
4. Business, Labour and Industry - Leader, Cy Young
5. Transportation and Communication - Leader, Lynnda Chapman
6. Recreational & Institutional Facilities - Leader, Dean Taylor

PROJECT CANADA WEST

ALPHA PROJECT

POWELL RIVER FIELD STUDY TOPIC: ONE-INDUSTRY TOWNS

HINTS ON THE USE OF CAMERAS

The following hints may seem rather basic and obvious but remember that even the most experienced professionals carefully check their equipment before using it. Good pictures are a result of CAREFUL PLANNING--"lucky accident" pictures are extremely rare (perhaps one hit in a million misses).

If you have any problems with your equipment that cannot be answered by these basic hints, seek help from one of the "experts" (teachers or Student Media Co-ordinators).

1. Always remove your lens cap - put it in a safe place where you won't lose it or get dirt in it.

2. Check that the lens is clean and free of finger prints (if it is not, use only lens cleaners to wipe it -- other things may permanently damage the lens).

3. Check that the light meter is operating correctly and set for the correct ASA number for the film that you are using -- the Super 8 cameras do this automatically.

4. Check lighting to see if you want to manually adjust meter setting (if the subject is significantly darker or lighter than the surroundings, you may need to manually adjust the meter setting).

5. Focus your camera for distance--with Super 8 always focus at full zoom-in position.

6. Decide what statement you wish to make with your picture and then compose it to make that statement.

7. Line up and compose your picture so that the main subject will occupy the most important position in the picture.

8. With Super 8 try a few practice runs of the sequence before actually shooting.

9. Make a final check of meter setting (if manually operated) and distance focusing again before finally shooting.

10. Keep a record of each shot as you take it--don't trust to your memory!

11. Use the tripod for almost all your movie shooting and for any still shots at speeds under 1/30 second. When not using a tripod, hold the camera steady--use a wall or other steady surface to help brace the camera.

12. Replace the lens cap and turn off the meter when you finish a sequence of shots.

13. Always load and unload your camera in a place out of direct sunlight or other bright light. When the camera is open, be careful to keep the inside free of dust and grease--it can damage film and camera.

14. Place all complete film in the bag or box provided for it. In the space marked "FROM" fill in as below:-

ALPHA SECONDARY SCHOOL
GROUP ____ Your Name

15. If you wish to try any time exposures or special effects shots, see the "experts" for advice and help.

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POWELL RIVER FIELD STUDY

ONE-INDUSTRY TOWN

GENERAL SCHEDULE

TUESDAY, MAY 9th

MORNING	6:45 a.m.	Leave Alpha Secondary School, Courtyard
	7:25 a.m.	Arrival Horseshoe Bay Terminal of B. C. Ferries
	7:55 a.m.	Ferry Departure for Langdale
	8:55 a.m.	Arrival at Langdale
	9:00 - 11:00 a.m.	Bus Trip - Langdale to Earle's Cove
	11:15 a.m.	Ferry Departure for Saltery Bay
AFTERNOON	12:15 p.m.	Arrival at Saltery Bay
	12:30 - 1:00 p.m.	Bus Trip - Saltery Bay to Powell River
	1:00 p.m.	Arrival Powell River
	1:00 - 2:30 p.m.	Orientation Bus Tour - Westview, Townsite, Wildwood, Cranberry Lake, Edgehill, including brief walking tours.
	2:45 p.m.	Arrival Max Cameron Secondary SChool
	3:00 p.m.	Billet Placement with Powell River hosts

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POWELL RIVER FIELD STUDY

ONE-INDUSTRY TOWN

GENERAL SCHEDULE

WEDNESDAY, MAY 10th

MORNING	9:00 a.m.	Assemble at Max Cameron Secondary School
	9:10 a.m.	Bus Departure for Townsite
	9:20 a.m.	Arrival MacMillan-Bloedel, Powell River Division
	9:30-11:30 a.m.	Guided Tour of MacMillan-Bloedel Mill
	11:45 a.m.	Departure for Group Field Studies (see separate Group Schedule). Bus to Westview
AFTERNOON	12:00-12:30 p.m.	Lunch
	12:30-3:00 p.m.	Group Field Studies (see separate schedules)
EVENING	6:30-11:00 p.m.	Dinner and Dance, Max Cameron Secondary School (sponsor: Students Council)

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POWELL RIVER FIELD STUDY

ONE-INDUSTRY TOWN

GENERAL SCHEDULE

THURSDAY, MAY 11th

MORNING	9:00 a.m.	Arrive at Max Cameron Secondary School with billets
	9:00-12:00 noon	Group Field Studies (see separate schedules)
AFTERNOON	12:00-12:30 p.m.	Lunch
	12:30-2:15 p.m.	Group Field Studies (see separate schedules)
	2:30 p.m.	General Meeting, Alpha Project, Max Cameron Secondary School
	3:00 p.m.	Billets depart with hosts

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POWELL RIVER FIELD STUDY

ONE-INDUSTRY TOWN

GENERAL SCHEDULE

FRIDAY, MAY 12th

MORNING	9:00 a.m.	Arrive at Max Cameron Secondary School with luggage
	9:00-9:15 a.m.	Storage of luggage at school
	9:15-12:00 noon	Group Field Studies (see separate schedules)
AFTERNOON	12:00-12:30 p.m.	Lunch
	12:30-2:00 p.m.	Group Field Studies (see separate schedules)
	2:00 p.m.	Loading of Bus
	2:15 p.m.	Bus Departure from Powell River
	3:00 p.m.	Arrival Saltery Bay Terminal, B. C. Ferries
	3:30 p.m.	Ferry Departure for Earls Cove
	4:30 p.m.	Arrival at Earls Cove
	4:30-6:00 p.m.	Bus Trip - Earls Cove to Langdale
EVENING	6:00 p.m.	Ferry Departure for Horseshoe Bay
	7:00 p.m.	Arrival at Horseshoe Bay
	7:30 p.m.	Arrival at Alpha Secondary School, Courtyard

ALPHA PROJECT

POWELL RIVER FIELD STUDY

ONE-INDUSTRY TOWN

GROUP SCHEDULE

GROUP I - PHYSICAL SETTING

RALPH TEPEL

Tuesday, May 9th		With full tour to 3:00 p.m. (see General Schedule)
Wednesday, May 10th	MORNING	With full tour to 12:00 noon (see General Schedule)
	AFTERNOON	1:00 p.m. Walking Tours - Townsite, Wildwood including filming
		1:30 p.m. Interview: Mayor, Aldermen, City Hall (2)
		2:00 p.m. Interview: Forest Ranger, Mr. Hollingshead, tape recorder, full group
		4:00 p.m. Meeting: Parks and Recreation (1)
	EVENING	6:00 p.m. With full tour (see General Schedule)
Thursday, May 11th	MORNING	9:00 a.m. Field Trip to Texada Island
		10:30 a.m. Walking Tours - Westview including filming
	AFTERNOON	1:00 p.m. Meeting at Airport for Air Flights over Powell River
		2:30 p.m. Alpha Project Meeting, Max Cameron Secondary School
		3:00 p.m. Visit to Powell Lake, Haslam Lake
Friday, May 12th	MORNING	9:00 a.m. Group Meeting for assessment
		9:30 a.m. Group Activities - completion of filming, visit to Museum
	AFTERNOON	2:00 p.m. With full tour (see General Schedule)

PHYSICAL SETTING

GROUP 1

Ralph Tepel - Group Leader
John Alfano
Dave Mann
Sue Moore
Debbie Wong
Michelle Sterling
Mike Mortensen

Communities exist in space and this space limits the choices available for development. An understanding of the land that Powell River occupies is essential to the development of a complete picture of the community. After all it was the unique combination of physical features present in the area that attracted the first settlers and determined the location of the mill that is the mainstay of the present community. In the study consider the whole area, not just the urbanized section. A brief study should be made of the climate especially as it affects people's lives and activities. The topography, the effects of glaciation and the ready access to water, both salt and fresh, are all significant as they offer opportunities for and limits to development in the area. The physical setting has been altered by sixty years of settlement and the layout of Lot 450 has in its turn shaped the land. Have the changes all been desirable? Has good use been made of the setting? Does the area face any dangers from population pressure? Is there adequate planning to protect the environment from growth pressures?

TEMPERATURE - warm season, cold season - highest and lowest temperatures recorded

PRECIPITATION - annual average - percentage in snow

TOPOGRAPHY - highlands, lowlands - effects of glaciation on topography

VEGETATION - what is there now - what was it like before extensive settlement cleared the original vegetation

WATERWAYS - ocean, lakes, rivers - potential for recreational and industrial uses

RESOURCES - presence of natural resources

LAND USE - how is land being used - percentage of land devoted to various types of urban land uses - is efficient use being made of the land

URBANIZATION - adaptation of urban development to physical setting - alteration of physical setting by urbanization - importance of Lot 450 to shape of urban areas

POLLUTION - are there problems of environmental pollution - air, water, land or noise

AESTHETICS - is the area scenic - is the development arranged to make the most of the scenic attractions

This is an inclusive, not an exclusive list. This is just a basic outline of the type of information necessary for an overall picture of the physical setting. You may add any further information on the physical setting that you feel would be of interest or value to your report. Still and moving pictures and field sketches will add to your report.

Suggested Sources of Information:

1. Vancouver weather office
2. Files of the Powell River News
3. Municipal Hall
4. 1:50,000 topographic maps
5. air photos of the area
6. Powell River Museum
7. Public Library
8. Provincial Forestry Office
9. interviews with "old timers" in the area
10. car, bus and foot tours of the area
11. books, pamphlets, etc.

ALPHA PROJECT

POWELL RIVER FIELD STUDY
ONE-INDUSTRY TOWN

GROUP SCHEDULE

GROUP II - POPULATION AND HOUSING

SHARON BURKE

Tuesday, May 9		With full tour to 3:00 p.m. (see General Schedule)
Wednesday, May 10	MORNING	With full tour to 12:00 noon (see General Schedule)
	AFTERNOON	1:00 p.m. Group Activities including visit to Museum, City Hall
		2:00 p.m. Interviews: with Real Estate Agencies, (Green and Marriette) - Trailer Court, (Mr. and Mrs. Bill Simons)
	EVENING	6:00 p.m. With full tour (see General Schedule)
Thursday, May 11	MORNING	9:00 a.m. Group Activities: Walking Tours and Car Tours, Westview, Cranberry, Wildwood
		11:00 a.m. Street Interviews, filming, visits to Libraries, residential areas
	AFTERNOON	1:30 p.m. Meet at Airport for air flights over Powell River
		2:00 p.m. Interviews including Town Planner, Indian Administrator, Italian community
		2:30 p.m. Alpha Project Meeting, Max Cameron Secondary
Friday May 12	MORNING	9:00 a.m. Walking tour of Townsite with Mr. Stan King
		11:00 a.m. Completion of filming sessions
	AFTERNOON	2:00 p.m. With full tour (see General Schedule)

POPULATION AND HOUSING

GROUP 2

Sharon Burke - Group Leader
Susan Carruthers
Dave Urquhart
Gail Vozza
Lindsay Johnson
Donna Hunter
Ralph Young
Rick Yen

Your group has a most vital area of study because a knowledge of the background of the people of a community is essential to an understanding of the community as a whole. You will need to gather some facts about the earliest settlers, their origins and why they chose to come to Powell River. More important is the present make-up of the community. You should try to discover how the mill influenced the present thnic make-up of the community and whether there is any pattern to where the ethnic groups live at present. Housing is closely linked with population and is part of your study. Note the pattern of development of housing and how it has been influenced by the location of the mill and the layout of Lot 450. The newly gathered statistics from the 1971 official census should aid your group.

POPULATION STATISTICS

population of municipality at present and in past census years - percentage growth rates of population - reasons for periods of unusually rapid or slow growth - projected population figures

ETHNIC ORIGINS

influences of ethnic origins on occupations, settlement patterns and types of dwellings on early and present residents - significant ethnic groups that have settled in the area - cultural contribution to community

NATIVE POPULATION

importance of Indian residents of the area - numbers of people - location of settlements - integration into the community - contributions to cultural life of community.

SOCIO-ECONOMIC GROUPINGS

categories of occupations - income groupings - influence of mill on socio-economic groupings

POPULATION DENSITIES

where nodes of settlement developed - patterns of population spread - present population densities.

HOUSING

types of houses prevalent at various periods of history - present locations of these house types - need for high density housing - housing and land costs

ZONING

areas of high, middle and low income housing - development of high density housing zones - laws governing residential zoning

ATTITUDES

a very nebulous area and one that should be approached with great caution but nevertheless one with a potential of interest - you could attempt to determine if there are attitude differences between the segments of the population directly dependent on the mill and those who are not, between the oldtimers and the newcomers in the community; between the old and the young in the community.

Feel free to pursue any other aspects of population and housing that interest you. Make ample use of film, sketch maps and field sketches.

Some Suggested Sources of Information:

1. Canada census figures - Information Canada Bookstore
2. Voters lists, federal, provincial and municipal
3. Municipal Hall
4. Microfilm files of Powell River News
5. Powell River Museum
6. Public library
7. Regional Planning Office
8. Bus, car and walking tours of the area
9. Interviews with "old-timers" in the area
10. Real estate offices
11. Chamber of Commerce
12. Books, pamphlets, etc.
13. Attitude inventories and/or interviews with statistically valid samplings (only after approval from both teachers)

ALPHA PROJECT

POWELL RIVER FIELD STUDY
ONE-INDUSTRY TOWN

GROUP SCHEDULE

GROUP III - HISTORY AND GOVERNMENT

BARBARA EDWARDS

Tuesday, May 9		With full tour to 3:00 p.m. (see General Schedule
Wednesday, May 11	MORNING	With full tour to 12:00 noon (see General Schedule)
	AFTERNOON	1:00 p.m. Tour of City Hall 1:30 p.m. Interviews: Mayor Court, Aldermen Gerry Gray, J. P. Dallas 2:30 p.m. Group Activities
	EVENING	6:00 p.m. With full tour (see General Schedule)
Thursday, May 12	MORNING	9:00 a.m. Meet at Airport for air flights over Powell River 9:30 a.m. Filming, Visit to Museum, photography Group Activities
	AFTERNOON	1:00 p.m. Interviews: with Senior Citizens - Mrs. Mary Anderson (her home) Mrs. Dunk MacKenzie (her home) Mr. Golden Stanley (Museum)
		1:30 p.m. Interview with Town Planner, City Hall (one person)
		2:30 p.m. Alpha Project Meeting, Max Cameron Secondary
	EVENING	7:30 p.m. Interview: Mr. Ray Weaver (his home)
Friday, May 12	MORNING	9:00 a.m. Interview: Mr. Jack Harper (his home)
		9:30 a.m. Visit to Police Station
		10:00 a.m. Group Activities - including visit to Microfilm Library, Powell River News
	AFTERNOON	2:00 p.m. With full tour (see General Schedule)

HISTORY AND GOVERNMENT

GROUP 3

Barbara Edwards - Group Leader
Maureen Drew
Cynthia Martin
Tania Hamilton
Kay Fisher
Pat Mistal
Paul Mistal
Mark Kerswell

Your group is concerned with the past of the community and its present governmental organization. Your area overlaps with almost all the other groups because they are also concerned with certain aspects of the history of Powell River. As your researches will be time consuming, you should enlist help from other groups when conducting interviews. The directions for your group are rather indefinite because the majority of your information will be gathered from interviews with "old timers". Make use of the suggestions for interviewing provided by Mr. Stanley.

HISTORY

- when first settled - by whom - patterns of growth - when mill built - growth of mill.

EARLY LIFE

- impressions of early life - townsite life and life in the outlying communities of Wildwood and Cranberry - move to Westview.

MIDDLE YEARS

- influence of two World Wars and a depression on the growth of the community - arrival of road and ferry connections with Vancouver

PEOPLE

- those who helped shape the community and contributed to its growth

EARLY GOVERNMENT

- governmental organization of the four communities that presently comprise Powell River

AMALGAMATION

- reasons for union of the four communities - people who helped bring about amalgamation - popular feelings about amalgamation

PRESENT GOVERNMENT

- make-up of present municipal council - problems it encounters - popular support it enjoys - present community acceptance of amalgamation - future prospects.

There is a wealth of pictorial material in the museum that can be copied and many early residents who can be interviewed. Your filming will be mostly concerned with recording impressions of the present governmental organization.

Some Suggested Sources of Information

1. Municipal Hall
2. Powell River Museum
3. Public Library
4. Microfilm files of Powell River News
5. Interviews with "old-timers"
6. Interviews with officials of present government.
7. Regional Planning Office
8. First Fifty Years and other books and pamphlets.

ALPHA PROJECT

POWELL RIVER FIELD STUDY
ONE-INDUSTRY TOWN

GROUP SCHEDULE

GROUP IV -- BUSINESS, LABOUR AND INDUSTRY

CIY YOUNG

Tuesday, May 9 With full tour to 3:00 p.m. (see General Schedule)

Wednesday, May 10 MORNING With full tour to 12:00 noon (see General Schedule)

AFTERNOON 1:00 p.m. Interview: Mr. J. Daryl Moraes, Industrial Relations Manager, MacMillan-Bloedel Ltd.

1:00 p.m. Walking tour of Townsite -- street mapping to be included

2:00 p.m. Interview: District Forest Ranger

2:30 p.m. Air flights over Powell River, Powell River Municipal Airport

EVENING 6:00 p.m. With full tour (see General Schedule)

****

Thursday, May 11 MORNING 9:00 a.m. Continuation of street mapping of townsite

10:00 a.m. Informal interviews -- business along Marine: owners of Wildwood Motors, Cranberry Sheet Metal, Best Bulldozing Ltd., businesses along Joyce

AFTERNOON 1:00 p.m. Interview with Town Planner, City Hall (1 person)

1:00 p.m. Tours of Shopping Centers, Interviews with Store Managers

2:15 p.m. Interview: Bill Evans, President, Local 132

2:15 p.m. Street interviews -- Townsite, Wildwood, Cranberry

2:30 p.m. Alpha Project Meeting, Max Cameron Secondary

****

ALPHA PROJECT

POWELL RIVER FIELD STUDY
ONE-INDUSTRY TOWN

Friday, May 12	MORNING	9:00 a.m.	Group Meeting to assess material
		10:00 a.m.	Various Group Activities - including filming, visits to businesses, interview with labour officials, visit to Museum.
	AFTERNOON	2:00 p.m.	With full tour (see General Schedule)

LABOUR

- union membership - involvement in community life - historical development of labour movement in community - is role changing or remaining static.

SERVICES

- importance of services to economy of town - types of services found in community - numbers of people employed - dollar value of services

OTHER INDUSTRIES

- types and relative importance in terms of people employed and dollar value.

ZONING

- location of areas zoned commercial and industrial - reasons for location of these zones - laws governing zoning - areas for future development

Your group will find its time very fully occupied with interviews, tours and field mapping of commercial areas and you will probably not be able to undertake any other studies than those listed. If, however, you find time to pursue other areas of study, feel free to do so.

Some Suggested Sources of Information:

1. MacMillan Bloedel Company plant
2. Offices of Pulp, Sulphite Union & Paperworkers Union
3. Provincial Forestry Department
4. Manpower Office
5. Chamber of Commerce
6. Municipal Hall
7. Regional Planning Department
8. Powell River Museum
9. Microfilm files of Powell River News
10. Public Library
11. Interviews with business and labour leaders
12. Interviews with "old-timers"
13. Tours of local businesses
14. Walking tours of commercial areas

ALPHA PROJECT

POWELL RIVER FIELD STUDY
ONE-INDUSTRY TOWN

GROUP SCHEDULE

GROUP V - TRANSPORTATION AND COMMUNICATIONS

LYNNDA CHAPMAN

Tuesday, May 9		With full tour to 3:00 p.m. (see General Schedule)
Wednesday, May 10	MORNING	With full tour to 12:00 p.m. (see General Schedule)
	AFTERNOON	1:00 p.m. Group Activities - see list below
		1:00 p.m. Interview - MacMillan-Bloedel (one person)
		2:00 p.m. Tour of Powell River News Building
		3:00 p.m. Interview: Mr. Alsgard, Mr. Plissen, P.R. News
		3:00 p.m. Group Activities
		4:30 p.m. Traffic Court
	EVENING	6:00 p.m. With full tour (see General Schedule)

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Thursday, May 11	MORNING	9:30 a.m. Meet at Airport for air flights over Powell River
		10:30 a.m. Group Activities
		11:00 a.m. Interview: Radio CHQB
	AFTERNOON	1:00 p.m. Interview with Town Planner, City Hall (one person)
		1:00 p.m. Group Activities including Traffic Court
		2:30 p.m. Alpha Project Meeting, Max Cameron Secondary
		3:00 p.m. Interview: Museum Curator, Mr. Stanley

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ALPHA PROJECT

POWELL RIVER FIELD STUDY
ONE-INDUSTRY TOWN

Friday, May 12

MORNING	9:00 a.m.	Group Meeting to assess Material
	10:00 a.m.	Various Group Activities - including filming, interviews, traffic counts
AFTERNOON	2:00 p.m.	With full tour (see General Schedule)

GROUP ACTIVITIES

Lynnda	-	Bus Lines, Airlines, Newspaper Interview
Carol	-	Ferries, Shipping - P.R. Shipping Service Trucking
Ellen	-	Interview: MacMillan-Bloedel: Trains, Telegraph, Telephone
Pat M.	-	Busses in town, Traffic Counts
Karen	-	Television, B.C. Hydro Power Authority
Pat T.	-	B.C. Tel. interview: Town Planner interview
Rob	-	Taxi service, car rentals, private boats
Ken	-	Radio Station, Roads - Dept. Highways, Harbour Master

TRANSPORTATION & COMMUNICATIONS

GROUP 5

Lynnda Chapman - Group Leader
Carol Hummel
Ellen Koskinen
Pat Maeda
Ken Suurkask
Karen Scott
Patricia Turner
Rob Scoble

Your group is concerned with all the networks in the community from roads to sewers, shipping lines to radio stations that connect people with each other and/or the outside world. You must discover not only what networks exist now, but also when they were constructed, what effects their construction had on the life of the community, how efficiently they operate now and what additions and extensions may be necessary to accommodate future growth. Impressions recorded on film together with statistics, interviews and field maps and sketches can all aid in building your picture of this essential aspect of communal life.

HIGHWAYS

- what ones serve the community - when were they first constructed - what were the effects of construction on community life - what types of highway transit and transport presently serve the town - what goods are shipped this way - relative importance of this form of transportation - possibilities for future growth

SHIPPING

- types of shipping that serve the area - types of goods imported and exported by sea - origin or destination of imports and exports - past dependence on shipping - changes in community life with introduction of road and ferry links with Vancouver.

STREETS AND ROADS

- street patterns - reasons for their development - influence of Lot 450 on street and road patterns - present condition of streets, sidewalks, lanes, curbs, etc. - adequacy of road system - future expansion needs

PUBLIC TRANSIT

- what exists - is it adequate

TELEPHONE AND TELECOMMUNICATIONS

- internal and external networks of these services - when installed - present size and importance of these services - future expansion needs

NEWSPAPERS, RADIO AND TELEVISION

- what stations and channels serve the area - types of programming to special needs of the community - adequacy of service - future expansion needs - newspaper coverage of area

B. C. HYDRO

- electricity and natural gas systems - extent of services - when installed - expansion since - present adequacy and efficiency of services - expansion needs for the future - possibility of natural gas pipeline from interior serving community.

WATERWORKS, SEWERS, ETC.

- what facilities exist - how long have they been in service - are they adequate for present needs - is sewage treatment adequate - what are the future expansion needs.

There will be a temptation for your group to become "bogged down" in information gathering as you have a large area to cover and lots of facts on "miles of sidewalk" and "tons of freight hauled" to accumulate. Remember that your real work begins when you take these facts and analyze them in terms of the quality of these services and their role in shaping and facilitating the growth and development of Powell River. Make ample use of film, field maps and sketches and interviews to help record your facts and impressions.

Some Suggested Sources of Information:

1. Sechelt Motor Transport
2. B. C. Government Ferries
3. MacMillan Bloedel
4. B. C. Hydro
5. B. C. Telephone
6. B. C. Department of Highways
7. Municipal Hall
8. Chamber of Commerce
9. Regional Planning Department
10. Powell River News
11. Powell River Museum
12. Public Library
13. Station CHQB
14. Interviews with "old-timers"
15. Books, pamphlets, etc.

ALPHA PROJECT

POWELL RIVER FIELD STUDY

ONE-INDUSTRY TOWN

GROUP SCHEDULE

GROUP VI - RECREATIONAL AND INSTITUTIONAL FACILITIES

DEAN TAYLOR

Tuesday, May 9th		With full tour to 3:00 p.m. (see General Schedule)
Wednesday, May 10th	MORNING	With full tour to 12:00 noon (see General Schedule)
	AFTERNOON	1:30 p.m. Tour of Powell River Hospital (Mrs. Pahl)
		3:00 p.m. Various Group Activities: Inspection of Golf Course facilities (c); inspect and film tennis complex, beach area (B); visit Civic Arena (A).
		4:00 p.m. Interview: Mr. Taylor, Recreational Centre.
	EVENING	6:00 p.m. With full group (see separate schedule).
Thursday, May 11th	MORNING	9:00 a.m. Interview: Mr. Van Zwietering, Parks Designer including field study of playgrounds
		9:00 a.m. Various Group Activities: Legion (A) Drag Strip (C)
	AFTERNOON	1:00 p.m. Planning Committee - Interview (A) Museum Curator - Interview (B) Old Age Pensioners' Home (C)
		3:00 p.m. Court House (C)
Friday, May 12th	MORNING	9:00 a.m. Meet at Airport for Air Flights over Powell River
		9:30 a.m. Group Activities - walking tours, filming, street interviews
	AFTERNOON	1:00 p.m. Group Activities - visits to Powell Lake, Mr. Caldwell, Libraries, Schools
		2:00 p.m. With full group (see separate schedule)

GROUP MEMBERS

A - Sheila Disanjh	B - Phil Haig	C - Dean Taylor
Joanne MacDonald	Cheryl Filipchuk	Greg Price
	Donna Henny	Jim North

INSTITUTIONAL AND RECREATION FACILITIES

GROUP 6

Dean Taylor - Group Leader
Greg Price
Sheila Disanjh
Cheryl Filipchuk
Phil Haig
Joanne MacDonald
Donna Henney
Jim North

Your group is concerned with some of the facilities that affect the quality of life. You should discover what facilities actually exist and, more important, how adequately and efficiently these facilities meet the needs of the people of the community. You should attempt to assess whether the predominance of the one industry which influences the economic life of the town also influences these areas of community life. Investigate how adequate these facilites are to meet the needs of the community and all the diverse age and socia-economic groups within it.

HEALTH FACILITIES

-hospitals, clinics, nursing homes, extended care facilities, etc. - waiting lists to get treatment - numbers of doctors, dentists, etc. available - types of treatment obtainable in the community - types of treatment that must be sought elsewhere.

COMMUNITY WELFARE FACILITIES

-help for pensioners, the poor, deserted mothers, run-away youth and other groups unable to function without some help - adequacy of facilities - used by what groups.

SUBSIDIZED HOUSING

-facilities available - groups of people served.

EDUCATION

-schools, colleges, etc. - types of courses offered - percentage of population served by educational facilities - adult education - post secondary education

CULTURAL ACTIVITIES

-art, music, books, drama, etc. - what facilities exist for learning and participating in these activities - amount used - what sections of the community participate.

CHURCHES

- number and denominations - degree of participation by community - types of activities offered.

CLUBS

- service and social - number and size - contributions to community - what segments of the community participate

RECREATION AND SPORTS

- spectator and participating - parks, community centres, ice rinks, swimming pools, tennis courts, golf courses, etc. - what facilities exist - how well are they used - are they adequate - who uses them - influence of environment on recreation activities.

Don't fall into the pitfall of drafting a list of clubs and organizations and/or a calendar of events. Make ample use of film to record the facts and your impressions of these community facilities

Some Suggested Sources of Information:

1. Municipal Hall
2. School Board Offices
3. Parks and Recreation Board
4. Regional Planning Department
5. Powell River Museum
6. Public Library
7. Powell River Hospital
8. Files of Powell River News
9. Senior Citizens' Society
10. Interviews with community officials
11. Books, pamphlets, etc.